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ABSTRACT

A curriculum guide for a program to train auxiliary instructional personnel for elementary schools is presented. This core curriculum is intended for any community college trying to establish an educational program for aides or update its present one. Chapters deal with: (1) the program--goals, definition of terms; (2) background (of the use of teacher aides); (3) developing a community college program--things aides do, what aides will do; (4) pre-planning--administration, coordinator responsibilities, advisory committee, instructors, student recruitment, evaluation, articulation, career lattice; (5) the core curriculum--background, format, suggested curriculum outline, brief description of courses for each of four semesters, course content and relationships, supervised work experience; and (6) course outlines (content and teaching guides) for core courses--introduction to education, introduction to instructional associate, the learning process for the elementary school child, instructional media for instructional associate, supervised work experience for instructional associate, language arts for instructional associate, creative arts for instructional associate, mathematics for instructional associate. Appendices contain further program suggestions, useful forms, and information about California's instructional aide program. References are provided at the end of each chapter and for each of the core courses. (KM)

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INSTRUCTIONAL ASSOCIATE

A SUGGESTED ASSOCIATE DEGREE CURRICULUM

UNIVERSITY OF CALIF.
LOS ANGELES

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INSTRUCTIONAL ASSOCIATE

A Suggested Associate Degree Curriculum

This publication was prepared by Grossmont College in cooperation with the California Community Colleges pursuant to a funding under the Vocational Education Act of 1968. (Public Law 9090-576)

FORWARD I

This Instructional Associate curriculum has been developed to help train auxiliary personnel to function with ability and knowledge of the instructional process. The program offers a broad orientation to the instructional process and serves both in-service and pre-service needs.

The course content of the curriculum provides for an orientation to the teaching process. The curriculum also describes the role of an auxiliary person, the learning process for the elementary child, communication skills of reading, writing, listening and mathematics, and production, use and service skills related to various instructional media. In addition, a new approach to learning the creative arts is included. The program also includes a supervised field experience outline and evaluation.

The curriculum offers the course content that addresses those special qualities deemed desirable for a school auxiliary person, such as ability to relate to children in a warm, caring way and ability to bridge the gap between the child's culture group, the community and the school.

The need for auxiliary personnel to help teachers has become an increasingly important issue over the past decade. In the past, mothers were asked to volunteer time. Their duties encompassed attendance taking, helping with health checks, keeping order in the cafeteria and on the playground. In answer to the demands for increasing the quality of education, teachers are now using many more innovative techniques, programed learning materials, a wide variety of audio-visual and science equipment and simulated practice situations.

Innovations in class structure and scheduling emphasize large group instruction, followed by small study groups and independent study. This increasing student load and new tasks have led to an increasing reliance on the auxiliary person. The auxiliary person is being given more responsibility in the instructional process and receives a salary. This trend toward individualizing instruction and the pursuit of knowledge in depth requires the specialized skills of the auxiliary person.

Federal and state legislation has made money available to schools willing to break away from tradition.

Sidney W. Brossman, Chancellor
California Community Colleges

FORWARD II

Throughout the text that follows, the concept of "teamwork" is stressed, not only in the initial planning and development of curricula in Instructional Associate degree and certificate programs, but in the implementing of any program after its development. Such emphasis on input from a number of different sources of expertise and collective focus on the structuring of new approaches to learning is vital to the entire educational process of today and in the future. Previously disassociated experts are being drawn together because they recognize that their goals are frequently shared and that common effort can eliminate duplication of effort and undue cost, and that ultimately the learner will be served more appropriately.

This publication, *Instructional Associate: A Suggested Associate Degree Curriculum,* is a product which illustrates the "teamwork" concept. A glance at the page of Acknowledgements indicates the participation of individuals from a wide spectrum of responsibilities within public education in California. Fiscal support from federal sources, consultation services from the Office of the Chancellor, California Community Colleges, and participation from students (both current and graduate) constituted other elements important to the project. Again, I submit that this cooperative action serves as a model for those who choose to assume leadership in program development in California's Community Colleges.

It is especially encouraging that the coordinator of these efforts is from the ranks of community college faculty. Indeed, the predominant voices in the process came from those who are closest to students and their needs, and those who know the conditions in the field and the speed with which change takes place.

All individuals are to be commended for this significant contribution to the field of community college curriculum development.

Erv F. Metzgar, President
Grossmont College

PREFACE

The first six parts of the project are expository in nature. Where references are used, brief but essential information is placed in the footnote while complete data on the source is found under "References" at the end of each chapter.

In course outlines, the texts, references and visual aids, are listed at the conclusion of each outline. Materials referred to in the body of the outlines under "Notes" or "Appendix" are in a separate section in the back part of the project.

Course outlines also vary in suggested ways of meeting concept and performance objectives. Under "Notes" are found many of the methods recommended for use in presenting materials, ways to have student involvement, plus materials that the author found to be of particular value. Distinction is also made between class, seminar and laboratory. Class refers to the standard lecture/discussion method; seminar stresses more student involvement and interaction; laboratory means doing of experiences in a controlled setting.

Gordon A. Shields
Project Director

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INTRODUCTION

Evidence indicates that in school classrooms of the 1970's there will be an increase in the use of aides in an amazing variety of responsibilities, and in their being accepted as an integral part of the instructional team. Teachers will demand that aides be better trained in how to work with children in a wide variety of learning situations, in understanding the growth patterns of children, and in the ability to accept the ethical responsibilities of the teaching profession.

Aides will want to improve their skills functionally in methodology of teaching subject matter, and in providing materials that are most needed by children. This publication has been developed as a suggested guide to provide for these needs.

The community colleges of California have responded to requests for help from local school districts faced with having to develop programs for aides. Although some districts tried in-service training, most felt that the talent present in community colleges could do a better job. Also the prestige of college credit would be an added inducement to continue their education for those aides already employed.

Aides have responded positively to the college program. It relieves them of the possible pressures of being both taught and evaluated by their employers, it gives them a chance to choose classes on an individual basis, and it encourages them to think of being an aide in a career fostered and encouraged by higher education.

Today, almost every school district in California has aides employed in some capacity or another. Many community colleges offer programs to train persons for these jobs. In addition, as more aides are needed, people are being encouraged to take the courses prior to being hired, and districts are beginning to seek those students who have successfully completed such training and are giving them priority in hiring.

Prior to 1966, curriculum programs for aides were non-existent. Curriculum development was a hazardous and often frustrating experience to college personnel. There had been many articles on the need for such a program, but few detailed course outlines were available. The job was done by instructors willing to gamble that what they developed would be adequate, attractive and viable. Although many succeeded, there was a feeling of urgency to provide help quickly.

These guidelines provide a core curriculum for any community college desirous of establishing an educational program for aides or updating its present one. Included are reasons for the particular methods used in outlining the course guides, practical suggestions for implementing the program, and ways to evaluate its effectiveness. Emphasis will be on the development of human relationships and human competencies. Hopefully the information provided will cover areas most needed, most vital, and most necessary for a successful program. Each college should, however, design its own program to meet the individual characteristics of its own student population and of the community it serves.

OBJECTIVES

These guidelines will:

1. Provide a core of courses that can be used by a community college in California to establish a program for the education and training of Instructional Associates for careers in public elementary school classrooms.

2. Suggest the procedure to follow in establishing, administering and evaluating such a program.

3. Indicate ways to identify those students who will benefit by such a program, suggest how to encourage them to participate and how to plan for their employment.

4. Give background infomation on the increasing use of persons other than teachers in the classroom so that comparative local data can determine whether a program is justified.

5. Define various categories of paid personnel other than credentialed persons now engaged in the instruction of children in public elementary school classrooms.

6. Suggest ways to develop articulation agreements with teacher training institutions so that students can enter credentialing program without loss of credits.

In accomplishing the objectives, the guidelines should serve:

1. Community college deans of instruction and deans of occupational education who need information and guidance in establishing a program and in hiring the best qualified instructors.

2. Community college department chairmen and class instructors who seek core curriculum courses outlined in terms of goals and objectives with texts and references included.

3. Elementary school administrators who, desiring to have the local community college provide such a program, could use it as a source for recommended curricula.

4. Classroom teachers desiring an understanding of the type of training a fully qualified instructional associate would have.

5. District hiring personnel designing job classifications on the extent of educational background of personnel as determined by amount of program completed by applicants.

6. Secondary school counselors hoping to encourage colleges to establish a program as a career training possibility for graduates.

7. Deans of schools of education needing an awareness of the type of educational background possessed by an Instructional Associate who is seeking a credential.

CONCLUSIONS

These guidelines are for the development of a program for educating persons to work as support personnel in the instruction of children in the elementary school classrooms of California public schools. Primary source is to be the extensive community college system extending throughout the state.

The recommended core curriculum will cover those instructional areas where most persons employed as aides to a teacher would need backgound, i.e., the creative arts, the language arts, mathematics, recreation and physical education, instructional media and the learning processes of children. Other suggested courses would provide background information on the educational system, job requirements, professional roles and responsibilities.

Not included are courses dealing with specific subject matter areas for grades beyond six. Although the use of aides today is primarily at the elementary school level, it is also recognized that there is widespread use of aides in secondary schools. To provide a core curriculum for training these people would mean detailed subject oriented courses and is beyond the scope of this project. It is suggested, however, that any one developing such a curriculum can consider these same guidelines as a basic planning reference.

Also excluded are courses specifically designed to meet needs of those who work with exceptional children (mentally retarded, physically handicapped, gifted, educationally handicapped), and the special programs such as the bi-lingual and Operation Headstart. There is no reason, however, why the material contained in the core curriculum would not be basic training for aides in any of these classrooms.

THE PROGRAM

The ability to work with children in an instructional environment traditionally demands basic personal characteristics of love, warmth and patience. During the past century the increasing complexity of the educational system has raised the status of teaching in California to a professional level requiring various higher education degrees. Statistics indicate that inadequately prepared teachers can no longer function effectively or cope with the many personal and intellectual demands made upon them.

Such may be the path the classroom aide will follow. In the beginning, volunteers from the community served adequately as helpers in doing light, relatively simple clerical and functional tasks; collecting money, recording attendance, playground and cafeteria supervision. These services were of relief to the teacher and gave a sense of accomplishment to the volunteer. Yet, as volunteers they could not be expected to devote the time nor energy required of paid personnel.

The expansion of government funding programs began to change both the role and responsibilities of aides. The Elementary and Secondary Education Act gave new status to aides, increasing their numbers greatly, and, most of all changing them from volunteers to employees. Other acts suggested the aide position as the beginning of a career.

It is in this light that any program at the higher educational level must be developed. No longer can aides be viewed as temporary help used to alleviate teacher shortage or to bridge the gap in community relations. These are now people desiring to be trained in order to do a competent, responsible job in a recognized career.

The basic characteristics needed for working with children are equally as important to aides as to teachers. Persons encouraged to become aides must first have qualities of love and affection for children. Although the course work must be a combination of practical and theory oriented curriculum, the aspect of good relationships must be stressed. Emphasis must be on the ability of the aide to functic first as a human being dealing with other human beings. This process should be respected in all segments of the curriculum prior to going on into methods and materials.

GOALS

General educational goals of the Associate Degree Instructional Associate program are to:

1. Prepare those already employed as aides to become better qualified in their position and provide educational training that will allow them to advance upward in job qualifications.

2. Prepare students for employment as Instructional Associates through a basic foundation program leading to the Associate degree.

3. Provide students with information that will prepare them to transfer to teacher training colleges granting baccalaureate degrees with maximum allowance for credits.

4. Prepare students to function effectively as human beings in all phases of relationships in the educational profession.

Learning goals will be to provide the student with abilities to:

1. Work closely with teachers, children, staff, in an instructional capacity through adequate preparation of curriculum materials.

2. Communicate effectively at all levels with children through an understanding of their growth and development patterns.

3. Understand how children learn and the ways used to observe and guage the depth of a learning experience.

4. Be a positive influence in strengthening school, community ties through knowledge of professional and ethical responsibilities of teaching.

DEFINITION OF TERMS

The following terms are those used to denote persons who work directly with teachers in the classroom in either a clerical, functional or service basis. They may also be used by some community colleges as titles for their training programs.

Auxiliary Personnel

Denotes all persons supportive to the educational process who do not need to have a professional background to assume their responsibilities although there may be varying degrees of training, skills or academic preparation.(1)

Paraprofessional

Denotes that segment of auxiliary personnel working directly with professional educators to assist them in discharging their professional duties.(2)

Teacher Aide

One who performs many services for the teacher, including those directly related to children in order to help the teacher perform more effectively as a professional.(3) In California they are persons employed in the elementary schools of the state, specifically in grades one through six, to assist classroom teachers in carrying out activities directly related to the classroom instruction of children.(4)

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1. Association of Classroom Teachers, National Education Association "Organizing Auxiliary Personnel: A Handbook For Local Association." pp. 4
2. Ibid.
3. Harrison, The Selection, Orientation and Use of Teacher Aides, pp. 5
4. Adapted from Section 13770, Chapter 3, Division 10, Article 6, Education Code of California

Instructional Aide

Persons employed in California public schools to provide classroom teachers and other certificated personnel with more time to teach and a means for them to utilize their professional knowledge and skills more effectively in the educational programs. The Instructional Aide assists teachers in the performance of their duties, in the supervision of pupils, and in instructional tasks which, in the judgment of the certificated supervising teacher, may be performed by a person not licensed as a classroom teacher. Although these duties need not be performed in the physical presence of the teacher, the teacher must retain the responsibilities for the instruction and supervision of the pupils in his charge.(5)

Educational Aide

A term used by some California school districts in place of Teacher Aide. The general definition is the same as Teacher Aide. Los Angeles Unified School District uses this as the title for its training program.

Teacher Assistant

Usually defined as a position carrying a higher degree of responsibilities in the instructional area than that of teacher aide. More training is also suggested as a criteria for the job.(6) In California, it is a semi-credentialed position available to students enrolled in a state authorized teacher training institution and grants persons thus employed authority to work directly in the instruction of children under a credentialed teacher's supervision.(7) This title is used by several community colleges as the title for their educational programs.

Instructional Associate

This is a new term originated for these guidelines and defined as a person who has earned either a certificate or degree in a California Community College by successfully completing an education and training program similar to the one outlined herein.

Counselor Aide

A newly emerging position beginning to appear in schools and as yet undefined legally. Persons trained in this field usually relieve the counselor of much of his clerical work such as student testing, filing of student records, and keeping the vocational information files up-to-date.(8) The high risk of breach of confidence has made many counselors reluctant to use such help.

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5. Adapted from Section 13599, Chapter 3, Division 10, Article 1.6, Education Code of California.
6. Bowman and Klopf, New Careers and Roles in The American School, pp. 21
7. Adapted from Section 13165.5, Educational Code of California.
8. National School Public Relations Association "Paraprofessionals in Schools." pp. 57.

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BACKGROUND

HISTORICAL BACKGROUND

No single career has had a more phenominal growth in the last decade than that relating to persons aiding teachers in the classroom. While the use of such paraprofessionals can be traced back as far as the depression of the 1930's, modern teacher aide efforts began with a Ford Foundation funded program in Bay City, Michigan, in 1952. In the early 1960's the use of auxiliary personnel became part of anti-poverty strategy, then sharply accelerated under the Economic Opportunity Act of 1964 and the Elementary and Secondary Act of 1965.(1)

As the use of aides increased, professional organizations' research indicates the growth of the movement. In 1967 National Education Associaton reported 30,000 paid aides in 217 of the largest school systems in the U.S.(2) By 1969 this figure had risen to 40,000.(3)

Projections for the decade of the 70's indicate a steady escalation in use of auxiliary personnel in all categories. National Congress of Parents and Teachers estimates schools will be using more than 1.5 million paraprofessionals by 1977.(4) National Education Association states that one day they will out number teachers and now invites them to become associate members.(5) One educator, Leon Keyserling, projects that non-teacher instructional staff in public schools will escalate rapidly from 338,000 in 1972 to 1,142,000 by 1977.(6)

The first number estimate of paraprofessionals in public schools in California was made by California Teachers Association in 1967 and produced the following figures:

Number of Staff Members and Aides in Schools at Various Levels(7)

LEVELS	NUMBER OF SCHOOLS REPORTING	STAFF MEMBERS FULL TIME	STAFF MEMBERS PART TIME	NUMBER OF AIDES
Pre-School	17	183	2	95
Elementary	1,195	21,625	1,396	2,788
Junior High	188	6,701	274	1,026
Senior High	169	11,246	465	1,214
Adult Education	72	1,415	337	461
TOTALS	1,641	41,170	2,495	5,584

1. Bulletin released by National Conference on the Paraprofessional, Career Advancement and Pupil Learning entitled "Background Information."
2. National Education Association "Teacher Aides in The Public Schools," Research Bulletin, May, 1967, pp. 37.
3. National Education Association "Report Of The NEA Task Force On Paraprofessionals."
4. Op. Cit., "Paraprofessionals in Schools." pp.1.
5. Ibid.
6. Keyserling, Leon H., Achieving Nationwide Educational Excellence: A Ten Year Plan, 1967-77, To Save The Schools.
7. California Teachers Association "Teacher Aides in California Schools and School Districts 1966-1967." Research Bulletin No. 206, August, 1967, pp. 7.

During 1970, the California School Employees Association did a Pilot Job Study of Instructional Aides, sending a questionnaire to 520 of the largest school districts in the state asking for numbers employed and salary steps. Those tabulated were all-around classroom assistants or aides at the elementary or secondary level. Excluded were playground supervisors, traffic crossing guards, those in special classifications, in special education classes, and employed K through 12 students. Totals from responses of 376 districts came to 7665. Salaries paid ranged from a starting low of $261.11 to a starting high of $742.00 per month.(8)

The Annual Report, 1969-1970, of ESEA Title I Projects in California Schools shows:(9)

Number of Positions Supported by ESEA Title I Funds 1969-1970

	FULL TIME	MORE THAN HALF TIME LESS THAN FULL TIME	HALF TIME OR LESS	TOTAL OF ALL CLASSES
Teacher Aide	2,153	1,450	2,356	5,959

According to a 1969 report from the U.S. Office of Education, the major reason for the tremendous growth in the number of aides over the few years was the availability of Federal funds:

> Under Title I of the ESEA of 1965, 76,000 aides were hired during the 66-67 school year; Head Start hired 84,882. Title III of ESEA and New Careers amendments of the EOA provides funds for training 5,000 aides - EPDA provides training for substantial numbers beginning in 1969.(10)

The National Commission in Teacher Education and Professional Standards of NEA laid the upsurge of interest in the use of auxiliary personnel to Federal funds but included other reasons, among them being:

1. The expanding need and demand for school services.

2. New dimensions in education including flexible scheduling, team teaching, seminar work, individualized instruction that make teaching a more complex job.

3. A heightened awareness of the special learning needs of all children.

4. The belief that indigenous people as teacher aides might bring about communications between teachers and pupils of different backgrounds.

5. The plight of persons with less than college education who are unable to compete in an increasingly automated economy but who could contribute to education and find personal satisfaction by working in schools.(11)

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8. "Survey of Salaries, 1970-71, Classified Employees in California Public Schools." Prepared jointly by California School Employees Association and Association of School Business Officials, pp. 199-232.
9. Annual Report 1969-70, "Evaluation of ESEA Title I Projects of California Schools." Prepared by Bureau of Compensatory Education and Evaluation Research, California State Department of Education, pp. 13.
10. U.S. Department of Health, Education and Welfare, Office of Education, The Education Professions, 1968, Washington, D.C. Government Printing Office, pp. 93-94.
11. National Commission on Teacher Education and Professional Standards "Auxiliary School Personnel," pp. 8-9.

In California, the acceptance and use of classroom aides was due to several reasons:

1. As the largest state, it received a proportionately large share of federal funds for hiring aides.

2. Administrators turned to paraprofessionals to provide more individual help for students to allow for more flexible programing within the classroom.

3. The enlightened attitude of professional organizations such as CTA, which, instead of seeing such persons as a threat, published research data on their value, cooperated in pioneering legislation to allow them to instruct in the class, and helped sponsor a statewide conference to bring together people from all areas of education affected by their use.

4. The publication of data by large school districts such as Los Angeles whose use of aides grew from two to over 1,000 by 1970, and whose stated enthusiasm impressed other districts throughout the state.

5. The higher education system, particularly the community colleges, which were able to respond quickly to provide educational programs beyond the in-service types developed by school districts.

EDUCATION PROGRAM

The increasing use of aides throughout the school districts of the country began to reveal a need for training programs to make those employed more truly paraprofessionals. The first recourse was for local districts to set up their own in-service program using their own personnel. Again, the pioneer in the field, Bay City, Michigan, felt that such a program stressing mechanics of classroom organization, as well as principles of child growth and development - "gave aides information about education and developed a philosophy about their job which probably contributed more than any other single factor to their success."(12)

The most intensive study of in-service training programs for auxiliary personnel in education was the previously mentioned Bank Street College Survey. Results were published in two books, New Careers and Roles in the American School and A Learning Team; Teacher and Auxiliary.

In both books, stress is constantly laid on the need for carefully structured in-service training for auxiliaries at all levels and in all situations. Fifteen demonstration projects showed types of programs in the U.S. carried out in cooperation with local school districts and institutions of higher education.

Successful use of auxiliary personnel in federally funded programs caused teachers to realize their value, not only for the original intention of fostering better relationships between the teacher and children, but also in areas related to instruction. Aides, in turn, gaining in confidence, began to

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12. Feeney, James M., "The Teacher Aide Program After Ten Years."

desire more formalized training. As demands upon aides became more sophisticated, and as their use spread into schools and classes of all levels, it became evident that in many districts in-service programs were inadequate and ineffectual.

Use of community colleges in providing educational courses for paraprofessionals was first proposed in an article in the Junior College Journal in May of 1966. It recommended that a two year curriculum be developed and outlined a proposed four semester sequence of courses.[13] Response was positive and in November of 1968, an Occupational Bulletin of the American Association of Junior Colleges listed 45 such programs in effect in the U.S.[14] Their most recent listing shows 208 community colleges offering degrees or certificates with the training of auxiliary personnel as a major.[15]

California colleges and universities were active in several programs in the 1960's, mainly in projects cooperating with the Office of Economic Opportunity. The State Colleges of San Fernando Valley, Los Angeles and Long Beach, established a tri-college facility in 1965 that trained over 2,000 adults to work in Head Start. Branches of the University of California at Berkeley and at Riverside were part of a demonstration training program financed by OEO and coordinated by Bank Street College as part of the nation wide Study of Auxiliary Personnel in Education.

In 1966, Rio Hondo College initiated a two year aide degree curriculum in cooperation with Los Nietos School District. The following year several other community colleges offered educational programs.

Then, in March, 1969, the CTA Journal devoted most of its issue to "The Rise of the Instructional Aide." This generated enough interest so that in May of 1969 the California Teachers Association in cooperation with the Chancellors Office of California Community Colleges and the Department of Education held the first instructional aide workshop. Three hundred administrators, teachers from elementary and secondary school districts, from community colleges, and from public and private colleges and universities, met for two days. One of the areas receiving greatest attention was who was best qualified to train instructional aides; conclusions were that the community colleges had the best educational facilities and the experience for the job.[16]

Since 1969 there had been rapid expansion of programs in all parts of the state. Today, many community colleges offer either certificate or degree programs and more are contemplating making it a part of their curriculum offerings. Those colleges whose catalogs for 1971-72 listed such programs are shown in Appendix A.

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13. Clarke, Johnnie R. "A Proposal For A Teacher's Aide Training Program," pp. 43-45.
14. American Association of Junior Colleges Occupational Education Bulletin, "Junior Colleges With Teacher Aide Programs," pp. 8.
15. American Council of Education, American Junior Colleges, Appendix entitled "Public Services and Related Programs-Education (Teacher Aide)," pp. 784-792.
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DEVELOPING A COMMUNITY COLLEGE PROGRAM

Determination of the role of the community college in providing an educational program for persons who will be aiding teachers requires a realistic attitude toward the population who will be members of the program and the school districts where they are or will be employed. Programs should provide balance great enough to attract all levels of aides, allow them to proceed at their own pace and encourage those who wish to eventually earn a degree. However, reality also recommends that students receive training that will be enough task oriented to that employment at varying levels could be achieved.

Grouping of tasks that aides are capable of performing tends to fall into several classifications. There are those tasks having relatively little responsibility or risk such as supervisorial, i.e., playground, lunchroom, bus duty. Training for persons in this capacity would be minimal, mostly those dealing with human relationships. Next would come clerical tasks where skills of typing and office machine operation would be a basic need. Further along in this capacity would be the production and reproduction of materials for use in the classroom at teacher request.

It is when the aide becomes involved in the classroom in an instructional capacity, where there is participation in a variety of activities directly related to children, that the tasks become more complex. When the aide is given responsibility, i.e., to help organize the class, supervise pupils, work with pupils as individuals or in small groups, or with the entire class, there is a real demand for subject knowledge, and for functional competencies much greater than those required in the low risk skills.

Community colleges should be aware of the demands for courses that provide clerical competence. Two surveys made by NEA in 1967 and 1969 showed that secretarial and clerical assistance were still the areas where most aides were used by most teachers.(1)

It has become increasingly evident that more and more aides are being hired and being used in the higher risk-higher skill categories. The same study just mentioned also indicated a significant increase in use of aides for the instruction of individual and of small groups of children.(2)

This has led to some rather interesting differences of viewpoint between aides, teachers and administrators. To illustrate, a study on the use of aides in the Los Angeles City Schools published in July, 1970, based on interviews with close to 1,000 teachers and principals and over 600 aides showed that, while teachers and administrators felt aides were most effective in assisting with non-instructional duties, the aides felt their greatest value lay in increasing pupil achievement and improving student attitudes toward school.(3)

In their book, A Learning Team: Teacher and Auxiliary, the authors stated that all aides, regardless of their job level or status, should have certain competencies in relating to others in a learning environment. These were the following: understanding of the successive stages of human

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1. NEA "Teacher Aides in Public Schools" Research Bulletin, March, 1970, pp. 12.
2. Ibid.
3. Rosen, An Evaluative Study of the Processes and Impacts of the Los Angeles City Schools Education Aides Program, pp. 5 and 8.

development, skills in fostering two way communication between school and home, understanding the learning process, knowledge of specific skills related to the learning-teaching process (reading, writing, oral communication), and an understanding of the world of work.(4)

Guidelines issued by some of the education departments of various states also stress that in-service programs should encompass much more than just teaching skills. One of the most comprehensive issued by Arizona suggested training in:

1. Orientation to the total concept of the use of aides - their history, career possibilities, place in the educational system, ethical considerations and responsibilities.

2. Interpersonal relationships with staff, children, parents through an understanding of motivation, communication skills, pattern of child growth, child development, child learning.

3. Skills needed for success - clerical manipulations supportive to the teacher.(5)

Things Aides Do

The multiplicity of jobs performed by aides has lead to publication of many lists describing their duties. NEA's Department of Classroom Teachers published a suggested "Jobs That Can Be Done By Others" in 1967.(6) The New Careers Training Laboratory in a recent booklet described more than 100 tasks and job descriptions found to be performed by aides.(7)

In California, several research bulletins by CTA have compiled data on the types of duties performed by aides and the approximate percentage of time spent in each category. The most recent report published in 1970 is condensed into the following chart.(8)

*NON-CERTIFICATED SCHOOL PERSONNEL **

ACTIVITIES WITH STUDENTS	PAID ADULT TEACHER AIDES	
Playground Duty	1,350	84.2%
Monitoring Corridors	658	41.1%
Correcting Papers	653	40.1%
Assist in All-Purpose Room	611	38.1%
Typing and Duplicating Tests	505	31.5%
Reading Aloud to Students	503	31.4%
Helping With Discipline	497	31.0%
First Aid	431	26.9%
Field Trip Supervision	404	25.2%
Athletic Game Supervision	356	22.2%

4. Klopf, Bowman, Joy, A Learning Team: Teacher and Auxiliary, pp. 45-46.
5. Rittenhouse, An Interpretive Study of the Use of Paraprofessional Aides in Education, pp. 38-39.
6. NEA, Department of Classroom Teachers "The Classroom Teacher Speaks On His Supportive Staff," pp.6-8.
7. U.S. Department of Health, Education and Welfare "Teacher Aides: A Suggested Two-Year Post High School Curriculum," pp. 151-154.
8. California Teachers Association "Elementary School Staffing Patterns." pp. 40.

ACTIVITIES WITH STUDENTS	PAID ADULT TEACHER AIDES	
Operating AV Equipment	309	19.3%
Assist in Laboratory	304	19.0%
Collecting Money	266	16.6%
Cleaning Up Classrooms	232	14.5%
Keeping Attendance Records	208	13.0%
Bus Supervision (load/unload)	207	12.9%
Transporting Students	91	1.7%
Assist in Student Club Program	55	3.4%
Camping Out Education	20	1.2%
Other	19	1.2%

*Results of 2,672 survey forms received from principals of California elementary schools. Numbers and percent are based on number of schools reporting persons in this position.

The conclusion is that an educational program for aides must now be aimed at providing competencies beyond those required for minimal skill clerical or supervisorial jobs. Any curriculum developed must encompass much of the same background a credentialed teacher is required to have in communication skills, learning process, human relationships and subject methodology.

An Aide's role is always supportive to that of a teacher, therefore, certain areas must remain the responsibility of credentialed personnel. These are:

1. The development and organization of all class curriculum.
2. The planning and development of daily lesson plans and decisions as to the use of books and materials.
3. Disciplinary methods to be used in relation with students.
4. Contacts with parents either in school conferences or home visitations.
5. Subjective entries in student personnel records.
6. Educational and vocational counseling of students.
7. Construction of classroom tests and interpretation of standardized tests.
8. Any other areas where subjective evaluation of students will be based on professional q background.
9. Contacts with other staff members and administrative personnel in matters relating to the eight points listed above.

Another approach would be to review job descriptions developed by elementary school districts for the purpose of hiring aides. A survey of the publications of 30 districts from throughout California revealed certain basic requirements. A full summary of the findings is in Appendix B. Some conclusions can be drawn from the survey:

1. The typical duties mentioned most often included individual and group instruction, preparing and organizing materials for classroom use, supervising record keeping, operating audio-visual equipment, typing.

2. For basic abilities, prospective aides were expected to be able to use English correctly and establish effective relationships with children and adults.

3. Little experience was required of applicants other than some hoped for teaching experience in either a professional or volunteer status.

4. Educationally, candidates for aide positions were expected to at least have graduated from high school. Few districts had additional educational requirements.

What Aides Will Do

While the present duties of aides in elementary schools cover almost all aspects of classroom functions, there is evidence that coming changes in curricula, teacher methodology and physical layout of schools may alter their future role. This could and should have direct bearing on any program devised for instructional aide training. For example:

1. **Differentiated Staffing.** Under this concept a school system's curriculum development, presentation and evaluation become the responsibility of teachers rather than administrators. The structure of staffing covers differentiated stages of teaching assignments and responsibilities. Again, many such programs include aides as part of the structure with varying degrees of responsibility according to job definitions. This would be advantageous to aides with ambitions to move upward, and such programs should be carefully reviewed.

2. **Team Teaching.** As the physical appearance of school buildings has begun to change radically in the last decade, open space has become the popular trend. This in turn has led to an increase in team teaching and a diffusing of grade levels into a more natural ability level of children. Review of team structure reveals that many consider aides as necessary and part of the planning, carrying out, and evaluation of team projects. Certainly, then aides should be made aware of this type of method, how it differs from the closed-in classroom, and the special requirements for being an effective part of a team.

3. **Performance Contracting.** As the demand for accountability increases many school districts may turn to commercial firms who, under contract, will guarantee results in basic subject areas. In reviewing programs proposed by several of these companies, all stress the use of aides as an integral part of their methods. While most use a credentialed teacher to introduce material, the review, correction of written papers, and general step-by-step progress of children in the program is held to be within an aides capabilities. Understanding of this can lead to including as many different types of programs as possible in training programs, and tapping a market that is there waiting.

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PRE-PLANNING

Favorable results for any educational program such as the one envisioned for producing persons qualified to work in classrooms with teachers requires pre-planning that covers a wide variety of areas. Such pre-planning will also be most effective if done in close coordination with the Office of the Chancellor, California Community Colleges, prior to application for program approval.

ADMINISTRATION

The program will be successful if it fulfills the following:

1. Developed under the jurisdiction of the Dean of Occupational Education.

2. Placed autonomously in the college catalog under the separate heading of Instructional Associate.

3. Given strong administrative support in:

   a. Providing adequate funds from the instructional budget of the college.
   b. Appointing a competent coordinator with ample time to develop a complete curriculum.
   c. Establishing an Advisory Committee.

COORDINATOR RESPONSIBILITIES

Primary responsibility of the coordinator is to determine the need for a program for the local community. This can be done through:

1. A feasibility study using a questionnaire distributed to teachers, administrators, aides in local elementary school districts.

2. Meetings with teachers, principals and aides to test their attitudes and ideas on job and educational qualifications for aide positions.

3. Attending meetings of parents to determine their feelings about the use of aides in the classroom and recruit for enrollment in the program.

4. Visiting secondary schools to meet with counselors and discuss ways to encourage students to consider this program as a career possibility.

5. Working with the career opportunity program to determine if this program has potential as a career for out-of-school youths.

ADVISORY COMMITTEE

Once determination has been made that there is need for an aide training program, an immediate function of the coordinator is to set up an Advisory Committee. This committee should represent all those from the community having a vital interest in the program, i.e., representatives from school

personnel offices, employed aides, educators from a nearby four year college, the California School Employees Association and students.

Primary responsibility of the committee concerns review of the feasibility study and suggestions for curriculum development. After the program is instituted the committee continues to help by suggesting ways to recruit students and find jobs for graduates. Other important functions include interpretation of community reaction that will assist in evaluating program effectiveness back to the instructional staff and the Governing Board of the college.

The Dean of Occupational Education usually asks members of the Advisory Committee to serve for two to three years. They receive no pay and have no legal status. It is recommended that they meet at the request of the coordinator and at least once each semester.(1)

INSTRUCTORS

Success in the development of a complete educational program would be increased through the hiring of full-time instructors. To find persons who have taught such courses at the college level would be difficult since so few programs exist. Legally anyone with a community college credential and two years of classroom teaching experience could be hired. Basic criteria for instructor choice should include:

1. Classroom experience in working with aides at elementary school level.

2. A strong background in human relations education.

3. Ability to direct students in terms of reality of situations relating to the actual work aides do.

4. Knowledge of the needs of the local school districts and ability to work closely with teachers and administrators in promoting the work experience aspects of the program.

5. Knowledge of ways to emphasize the importance of the role of the aide and to encourage able students to continue through and complete the degree program.

6. Knowledge and understanding of the theories of learning that would apply to an educational program aimed at producing qualified Instructional Associates.

7. Ability to work closely with other instructors in evaluating and revising the curriculum.

8. Ability to initiate individual personal growth and development to meet changing school, community and student needs.

9. Willingness to spend time counseling students concerning job opportunities, educational planning and personal problems relating to course work.

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1. For further information on Advisory Committees, see The Advisory Committee and Vocational Education, American Vocational Association, 1510 H St., N.W., Washington, D.C., 20005.

STUDENT RECRUITMENT

The type of person most likely to benefit form an aide education and training program is still not clear. The few demographic surveys made indicate that most people now employed as aides are married women in their mid-thirties with a high school education.(2)

To begin a program, active recruitment will be necessary. Best sources will be:

1. Those already employed as aides.
2. Those who have done work as volunteers and who now wish to be paid employees.
3. Those who had considered becoming teachers but without time or perhaps the ability to complete the credentialing program.
4. Those who enjoy working with children but who do not want the responsibility of being a full-time teacher.

Many persons enjoy working with children and have the love, warmth and patience to be an asset to any educational system. However, as wives and mothers with family obligations their time is limited. They cannot devote time to acquiring a teaching credential or for a full day away from home. These persons are excellent potential aides.

Young people who relate well to children are needed in the classroom, and an excellent source could be high school students. While salaries of aides are still not commensurate with the responsibilities they are given (usual starting wage averages about $2.10 per hour) such students could be encouraged to train as aides, become employed and consider continuing toward a teacher credential. Working while going to college and gaining experience as an aide would be invaluable as a reference and their future chances of employment as teachers would be greatly enhanced.

There should be active recruitment of young men. Domination of elementary education by women is still evident and male aides can help offset this situation. Members of minority groups should also be deliberately recruited, both as a means of placing them in classrooms and as a means of encouraging them to go on for a credential.

EVALUATION

A constant on-going evaluation for the program should be made by the instructional staff, particularly during the first semesters of its inception. The Advisory Committee should be encouraged to enter into the process by deliberately seeking out local school and community reactions and feelings as to its effectiveness. Students enrolled in the courses should be asked to rate both content and instructor effectiveness in terms of performance and concept objectives. See Appendix D.

Periodically a more intense evaluation should be made through a follow-up questionnaire to students who have completed work and are no longer enrolled. Emphasis should be on determining

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2. See Appendix C.

if the education provided was effective in helping find employment and if there has been an improvement in job classification or status of the aide position.

Former students should also be asked to evaluate their overall learning experiences in both class and work experience, with space provided for critical comments on the values of the entire program and how it might be improved.

ARTICULATION

The program should emphasize the need for students to complete the core curriculum courses plus the general education courses, and to acquire the Associate degree with a major in Instructional Associate. Those wishing to expand their knowledge and competency should be encouraged to take courses in fields related to their job interests or needs.

Some will find in the program the stimulus to continue on to a teacher training college and seek a credential. It is recommended that in the beginning, efforts be made to work out articulation agreements with local public and private four year colleges, and at least one member of the Advisory Committee should be from the Education Department of a local college or university.

Agreements should be carefully defined in writing, in terms of number and title, those courses that will be accepted as the equivalent of lower division work required of students seeking admission to the teacher training program. An annual review of catalogs should be made to determine if changes effecting the agreement have occurred.

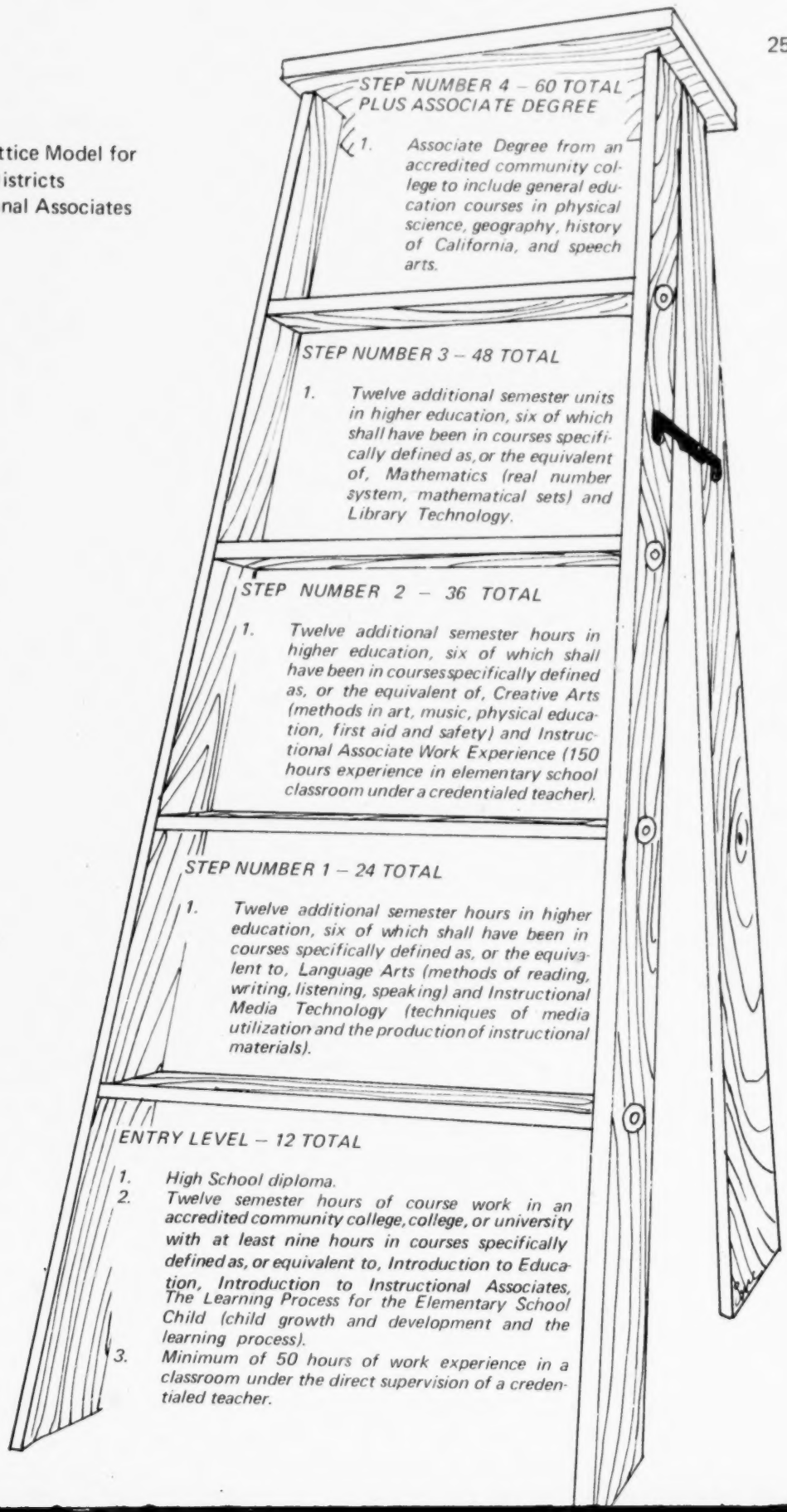
A logical result of good liaison with Schools of Education of four year colleges would be an agreement giving students who have the Instructional Associate degree priority of admission into the teacher training program. Ultimately, Schools of Education should be willing to recognize competencies acquired through the community college program as meeting part of the practicum requirements for education majors.

Students in the Instructional Associate program should be able to transfer from one community college to another with full credit for courses taken that meet major requirements. Each coordinator should carry out an aggressive articulation relationship with all colleges through exchange of information regarding the Instructional Associate program.

Career Lattice

As local school districts become aware of and involved in the educational program being offered by the community college, there may be the opportunity for coordinators to help develop a career lattice for aides based on courses taken at the higher educational level. The following chart is a model of a suggested career lattice.

Suggested Career Lattice Model for
Elementary School Districts
Employing Instructional Associates


STEP NUMBER 4 – 60 TOTAL
PLUS ASSOCIATE DEGREE
1. Associate Degree from an accredited community college to include general education courses in physical science, geography, history of California, and speech arts.
STEP NUMBER 3 – 48 TOTAL
1. Twelve additional semester units in higher education, six of which shall have been in courses specifically defined as, or the equivalent of, Mathematics (real number system, mathematical sets) and Library Technology.
STEP NUMBER 2 – 36 TOTAL
1. Twelve additional semester hours in higher education, six of which shall have been in courses specifically defined as, or the equivalent of, Creative Arts (methods in art, music, physical education, first aid and safety) and Instructional Associate Work Experience (150 hours experience in elementary school classroom under a credentialed teacher).
STEP NUMBER 1 – 24 TOTAL
1. Twelve additional semester hours in higher education, six of which shall have been in courses specifically defined as, or the equivalent to, Language Arts (methods of reading, writing, listening, speaking) and Instructional Media Technology (techniques of media utilization and the production of instructional materials).
ENTRY LEVEL – 12 TOTAL
1. High School diploma.
2. Twelve semester hours of course work in an accredited community college, college, or university with at least nine hours in courses specifically defined as, or equivalent to, Introduction to Education, Introduction to Instructional Associates, The Learning Process for the Elementary School Child (child growth and development and the learning process).
3. Minimum of 50 hours of work experience in a classroom under the direct supervision of a credentialed teacher.

THE CORE CURRICULUM

BACKGROUND

The preliminary chapters have defined job opportunity and need, historical background, and pre-planning recommendations for the development of a core curriculum. The remainder of this guide is concerned with suggested ways for a community college to develop a viable, workable, dynamic Instructional Associate program to meet the needs of most students in most communities. Although it is based on the California system, with little change it could be made workable in any public or private two-year college organization.

The core, the support courses and the content, are based on the premise that this is a program leading to an Associate degree and will prepare students to be efficient and competent Instructional Associates.

The term, Instructional Associate, used throughout the course work, refers to a person who is more than an aide. It implies, and should imply, a person with professional qualifications able to fulfill the role of a support instructor of children working in direct association with a credentialed teacher.

Eventually the hope is that students who attain this status will be recognized through a special form of credentialing. This was proposed to the California legislature in 1968 but was rejected. However, it is a logical goal to seek and continuing efforts should be made to accomplish it.

The recommended core curriculum reflects studies of materials from community colleges throughout the United States and Canada which now offer some type of aide training program. The response to requests for course outlines and program materials was excellent. Many responded personally with letters of encouragement for writing the guide, and almost all indicated a desire to receive a copy of the finished product. There seemed to be a definite desire to share ideas and to find out what was being done in other places.

A review of the latest catalogs of 92 California Community Colleges plus materials received from department instructors and deans, had a real impact on the choice of courses to make up the core content of the individual programs and the reference materials. Again it was evident that, based on a state-wide evaluation, California Community Colleges were aggressively pushing to provide excellence in aide training and were in many cases meeting with outstanding success.

Correspondence indicated that there existed in California:

1. A desire for more communication between colleges having the program.

2. A definite interest in seeing a core curriculum developed.

3. A willingness to provide all help possible.

It is recognized that this guide is a frame of reference and will not meet all needs or solve all problems, but it should help. There should be no hesitation in expanding, rejecting, or revising various parts. Some of it is innovative, suggesting methods which might make some instructors uncomfortable. Nevertheless, it was felt by those who contributed to the outlines that these were the best and most effective methods to do the job and provide the best learning experience for students.

Format

The course outlines use the following format:

1. Title - a brief statement identifying the course.

2. Hours Per Week - the recommended number of hours to be spent in lecture, seminar, work experience. They will vary according to the course. It is strongly urged that:

   a. Seminars be included as a means of providing interaction within the class.
   b. Work experience be used as the best means of giving practical and needed on-the-job experience.

3. Course Description - a brief explanation of course objectives and the manner in which the course will be taught. It is suitable for placement in the college catalog.

4. Major Divisions - each division consists of specific topics related to the heading.

5. Concept Objectives - broad statements of ideas for the instructor; constant referral should make certain that the concepts are fully covered.

6. Performance Objectives - measurable activities to be done by the student to make sure the objectives of the course are realized. All course outline contents **must** meet these objectives.

7. Methods of Instruction - the methods recommended for presentation of the material.

8. Methods of Evaluation - the means by which student efforts will be measured. Although suggestions are made in each course, such evaluation is up to the individual instructors.

9. Course Content - divided into the major divisions; each division consists of suggested units of instruction and ways to implement the units including notes of recommended student activities.

10. Texts and References - suggested texts and references related to the teaching of the course are fully listed.

11. Visual Aids - those aids used in the course are referred to by name, length of showing, and media together with name and address where available closest to the west coast.

TABLE I

Suggested Curriculum Outline*	Hours Per Week
First Semester	
INTRODUCTION TO EDUCATION	3
Elementary Typing	2
English Skills (writing)	3
Communication Skills (speech)	3
History of California	3
	14

Second Semester

INTRODUCTION TO INSTRUCTIONAL ASSOCIATE	3
THE LEARNING PROCESS FOR THE ELEMENTARY SCHOOL CHILD	3
INSTRUCTIONAL MEDIA FOR INSTRUCTIONAL ASSOCIATE	3
Clerical Office Practice	2
English Skills (reading)	3
	14

Third Semester

SUPERVISED WORK EXPERIENCE FOR INSTRUCTIONAL ASSOCIATE	3
LANGUAGE ARTS FOR INSTRUCTIONAL ASSOCIATE	3
CREATIVE ARTS FOR INSTRUCTIONAL ASSOCIATE	3
California Geography	3
Library Technology Introduction	3
	15

Fourth Semester

SUPERVISED WORK EXPERIENCE FOR INSTRUCTIONAL ASSOCIATE	3
MATHEMATICS FOR INSTRUCTIONAL ASSOCIATE	3
Physical Science	3
Humanities Elective	3
Elective	3
	15

*Instructional Associate Core Courses are Capitalized.

Electives should be courses meeting general education requirements of the community colleges or courses related to improving classroom knowledge in either subject matter or learning processes of children.

BRIEF DESCRIPTION OF COURSES

FIRST SEMESTER

Introduction to Education

Introductory course for students interested in a career as an Instructional Associate or in a teaching credential. Brief overviews of philosophies, ideals, goals, new directions, problems and issues in public education today, organization of school system; financial and legal aspects of teaching, career opportunities; credentialing, degree/certificate requirements.

Weekly observation/participation in actual classroom situations provides opportunity to explore grade levels, subject areas.

Elementary Typing

Beginning course in typewriting for those students who wish to acquire the skill for either vocational or personal use.

English Skills (writing)

Sentence structure, punctuation and spelling, with frequent practice in writing. Principles of writing clean, concise sentences and paragraphs. Reading to stimulate logical thinking and effective writing.

Communication Skills (speech)

Opportunity to learn and apply practical principles of human interpersonal communication. Designed to help students improve communication behavior. Attention given to human perception, interpersonal dynamics, patterns of inference, listening, verbal and visual symbol systems.

History of California

Survey of political, social and economic development of California from early Spanish explorations and settlements to the present.

SECOND SEMESTER

Introduction to Instructional Associate

For students planning to become Instructional Associates in elementary school. Defines terminology; legal status in California; needed functional, clerical and mechanical skills; role in classroom and in community; reviews duties, responsibilities, positive relationships with students, teachers, administrators, parents; provides information on employment trends, ways to find jobs and further career.

Learning Process for the Elementary School Child

Basic course in the learning processes of children. Emphasis on defining, understanding, identifying the developmental stages of children ages 5 through 12. Review of modern theories of behavior, motivation, impact of school on personality development, problems of anxiety in children, the problems of exceptional children. Includes weekly classroom observation and recording of behavior of children.

Instructional Media for Instructional Associate

Exploratory course in preparation, presentation, full utilization of instructional media. Emphasis on production of teaching/learning materials. Experiences in still and motion picture projection, graphic arts, monaural and stereo audio systems, video tape recording, programed instruction.

Clerical Office Practice

Instruction in use of transcribing machines, duplicating equipment, typewriters, plus basic rules and procedures of standard filing system.

English Skills (reading)

Guidance in improving reading, organized study of the use of the dictionary, learning of usable new words. Reading and discussion of selected prose, poetry and plays.

THIRD SEMESTER

Supervised Work Experience for Instructional Associate

A field and seminar course providing a variety of classroom activities directly related to instructing and supervising children in elementary school. Opportunity to use knowledge, methods and skills gained from other courses. Seminar to cover classroom experiences, interaction on problems, exchange of ideas, techniques, materials.

Language Arts for Instructional Associate

Introduces basic language art skills of listening, speaking, reading, writing needed for instructional competency in elementary school. Experiences in use of children's literature, commercial materials. Covers grade level readiness criteria.

Creative Arts for Instructional Associate

Current trends and methods in instructing children at the elementary school in art, crafts, music, bodily movement, recreation and physical education, fundamentals of first aid and safety. Covers effective use of materials, techniques, creative thinking, innovative practices through use of demonstrations, project making, laboratory experiences and school visitations.

Library Technology

Prepares students to work in school library. Study of all phases of library work including numbering system, ordering childrens books, teaching unit on library, setting up displays.

FOURTH SEMESTER

Mathematics for Instructional Associate

Understanding of elementary concepts of the real number system, numeration systems, mathematical sets, philosophy of modern mathematics. Emphasis on providing most effective techniques for instruction of elementary school children. Study of texts, other media used in local schools, visitations to observe programs.

Physical Science

Designed for the student not majoring in science. Main concepts of astronomy, physics, chemistry and related earth sciences with emphasis on the understanding of certain fundamental principles and their relationships.

COURSE CONTENT AND RELATIONSHIPS

The suggested curriculum outline is based on a sequence of courses designed to lead the student from introductory course work and review of basic skills to the more complex areas of higher education in language arts, creative arts and mathematics. Supervised work experience is recommended as a continuing part of each semester work, whether as a part of a course, or as a separate course.

The first semester the student gains immediate contact with the educational system through Introduction to Education. Weaknesses in the basic skills of English, writing and communication abilities should be rectified since these are needed for success in all areas of college work. Since many jobs require competency of at least 30 words per minute in typing skill, this should be acquired.

Second semester Introduction to Instructional Associate helps the student gain more specific job-related knowledge. The Learning Process for the Elementary Child begins to emphasize the need to understand child psychology, growth and development in terms of learning abilities of elementary school children. Instructional Media is a practical approach to learning how to develop materials for the classroom and how to use audio-visual equipment. Additional elective courses suggested are English reading, the operation of office and duplicating machines, knowledge of filing and record keeping.

During third semester the student will become more skilled in the arts by taking Creative Arts and Language Arts. Work Experience is a separate course requiring approximately 10 hours per week in an actual classroom situation in work directly related to the instruction of children but under the supervision of a credentialed teacher. Gaining knowledge of school libraries should come through a course in Library Technology.

Fourth semester should complete the student's subject background. A course in Mathematics prepared for Instructional Associates should give him confidence in this extremely important area.

It is recommended that the student also acquire knowledge of the History and Geography of California as a foundation for working in social studies. Physical Science, as a combination of many sciences, would also provide valuable background in the sciences. Further choice of electives should be based on classroom experiences where weaknesses in subject matter or skills are found.

SUPERVISED WORK EXPERIENCE

Experiences may be included as a part of several courses, but is also recommended as a separate course for two semesters. The reasons for emphasis on field work are:

1. It gives the student the opportunity to experience actual elementary classroom conditions and allows him to put into practice the ideas, values, concepts and skills he has acquired through course work.

2. It involves him in direct relationships with those with whom he will be working when employed - teachers, children, administrators, other staff.

3. It allows him to have a variety of experiences directly involving the instructional-learning process. Hopefully he will understand the need for adequate subject knowledge, ability to relate and communicate, requirements for success in this career.

4. It gives him an evaluation by the teacher that will point out his strengths and weaknesses allowing him time to improve himself without job jeopardy. Problems can be discussed with instructors and fellow class members without fear of censure.

5. It provides him with a variety of experiences that can lead to his understanding the grade level, the type of child and the type of teacher with whom he can function most successfully.

COURSE OUTLINES FOR CORE COURSES

INTRODUCTION TO EDUCATION

Hours Per Week

Class, 1; Seminar, 1; Work Experience, 5.

Course Description

Introductory course for students interested in a career as an Instructional Associate or in a teaching credential. Brief overview of the philosophies, ideals, goals, new directions, problems and issues in public education today; organization of school systems; financial and legal aspects of teaching; career opportunities; credentialing degree/certificate requirements.

Weekly observation/participation in actual classroom situation provides opportunity to explore grade levels, subject areas.

Major Divisions

I. Introduction to Course

II. Trends in Education

III. Problems and Issues in Educational System

IV. Origins of the Educational System

V. Career and Credential Opportunities

Concept Objectives

To provide the student with:

1. Information about problems and trends in education that directly effect all classroom teachers and aides.

2. Practical knowledge on the requirements and methods for becoming a credentialed teacher or Instructional Associate in California.

3. A brief background of our system of education and an awareness of philosophies that have greatly influenced it.

4. Insight into classroom functions and teacher responsibilities, by placement in an elementary school classroom.

5. The opportunity to interact with other class members, with the instructors, and with guests through seminar sessions.

Performance Objectives

The student will:

1. List his own feelings about the responsibilities, roles and tasks of the classroom teacher.

2. Tell of the impact of supervised work experience on his attitude toward teaching.

3. Describe his personal feelings about educational philosophies as presented and represented by contemporary writers.

4. Identify the directions in which he feels education is moving in physical plant, curricula approaches, teaching methods.

5. Relate his own classroom experiences as a means of defining identified problems facing education.

6. Itemize his reasons for choosing the direction of either a credentialed teacher or an Instructional Associate.

7. Share with class members through discussion his experiences in the supervised work experience.

8. Describe his feelings toward himself, toward children, toward teaching, with class seminar members.

9. Review and react in writing to the evaluation made of him by his classroom supervising teacher.

Methods of Instruction

1. **Lecture** - presentation of materials of overall interest and value.
2. **Seminar** - total and small group interaction.
3. **Work Experience** - supervised learning experience in an elementary school classroom under a credentialed teacher.

Methods of Evaluation

1. Work experience evaluations.
2. Written assignments.
3. Mid-term and final examinations.
4. Classroom observation.

Course Content for Introduction to Education

	Notes
I. Introduction to Course	
A. Units of Instruction	
1. Explaining purpose of course.	
2. Present course outline.	
a. Discuss objectives, methods of instruction, methods of evaluation.	
b. Explain supervised work experience	Urge careful reading of "Suggested Program for Supervised Work Experience." See Appendix E.
(1) Student chooses school, grade level wanted.	
(2) Emphasize active involvement and participation in many and varied experiences directly related to children.	Distribute evaluation sheets, ask for comments, reactions, criticism. See Appendix F.
(3) Review evaluation sheet that will be used by supervising teacher.	Show samples of handbooks from local school districts.
	Distribute "Classroom Observation Sheet." See Appendix G.

Course Content for Introduction to Education continued

	Notes
(4) Discuss establishment of relations with teachers, students, administrators, parents, classified staff. (5) Define professional and ethical responsibilities. (6) Suggest ways to get most out of classroom experience.	
B. Seminars	
1. Use sensitivity exercises to become acquainted.	
2. Break into groups by grade level to: a. Share experiences. b. Relate them to the group.	
3. Share methods and techniques observed in classroom.	
4. Share ways that bring about positive classroom control.	
II. Trends in Education	
A. Units of Instruction	
1. Changes in physical appearance of schools - open space, carpeting, air-conditioning.	
2. Changes in curricular approaches - team teaching, ungraded classes, independent learning, contract method, open classroom.	Have students sketch their concept of the ideal school.
3. Changes in methods - programed instruction, systems analysis, performance contracting, continuous learning year, modular system, differentiated staffing, "free school," family school.	Have students tell type of school, curricula, method in which they would feel most comfortable.
4. Changes in ways of training teachers - internship, continuous learning, encounter, sensitivity.	

Course Content for Introduction to Education continued

	Notes
5. Career education - how it began, what it means, relation to vocational education.	
B. Seminars	
1. View film "Summerhill" - get student reaction to "free" school.	
2 Visit an "open" or "free" school if one is available locally.	
3. Have local teachers demonstrate innovative programs, preferably in school setting.	
4. Have representative from local teacher training college describe their program.	
III. Problems and Issues in Education Today	
A. Units of Instruction	
1. Extent of responsibility of schools.	
a. Examples of changing attitudes.	
(1) By students in school.	
(2) By parents toward product of schools.	Have students discuss latest Gallup Poll on attitudes toward education.
(3) By teachers toward own freedoms as persons.	
b. Extent of curricular offerings:	Through experiences in schools have students define local community attitudes toward curriculum.
(1) To stay with basic subject areas.	
(2) To provide all areas desired by local community.	
(3) To emphasize vocationally oriented programs.	
(4) To have freedom to experiment.	
(5) To stress need and value of higher education.	
c. Who shall be educated:	
(1) All children regardless of race, color, creed or economic condition.	Find statistics on dropouts; students list why they feel students drop out of school.

Course Content for Introduction to Education continued

	Notes
(2) All exceptional children - those handicapped physically, mentally, emotionally. (3) All adults who wish to continue education.	
2. The financing of schools.	
a. Methods of financing: (1) The local property tax. (2) Contributions from state government. (3) Federal funds.	Use local school district financing data to discuss bond issues, tax overrides, special funding programs, tax rates, amount contributed by state and federal government.
b. Teacher salary schedules.	
c. Aide salary schedules.	
d. New ideas in financing - voucher system, accountability, state-wide property tax.	
3. Other areas of concern.	Compare local district salary schedules.
a. Education of minority groups.	
b. Restrictions on students' rights.	Have students review and report on Supreme Court decisions, Federal and state actions on integration, busing, equal financing.
c. Academic freedom for teachers.	
d. Drug and discipline problems.	
B. Seminars	
1. Use role playing to assess students' attitudes toward:	
a. Schools - from view point of elementary school child, parent and teacher.	
b. Minority races, the physically and mentally handicapped, older adults.	
2. Discuss responsibilities and rights regarding student-teacher confidentiality.	

Course Content for Introduction to Education continued

	Notes
IV. Origins of the Educational System	
A. Units of Instruction	
1. Mention influences that have shaped direction of U.S. system.	
a. Basically European, impact of church, uniqueness of local control.	Have students compare system of U.S. with Canada, Mexico.
b. Contributions by philosophers, psychologists - Mann, Dewey, Piaget, Bruner, Skinner, Montessori.	Encourage reading of authors via book list. See References.
c. New directions being expressed by Holt, Glasser, Gordon, Silberman, Leonard, Featherstone.	
B. Seminars	
1. View film "Glasser on Schools" - get student reaction.	
2. Encourage open discussion on feelings about schools without failure, teacher effectiveness training, reality therapy.	
V. Career and Credential Opportunities	
A. Units of Instruction	
1. Review requirements for becoming a credentialed teacher in California.	
a. College requirements for teacher training.	Have students list lower division requirements for local colleges and universities with teacher training programs.
b. Job opportunities now and in future.	
2. Review requirements for becoming an aide in public schools.	
a. Types of jobs available.	Distribute copies of local job description for school aide positions.
b. Requirements as found in job description.	
c. Job opportunities.	

Course Content for Introduction to Education continued

	Notes
B. Seminars 1. Have representative from education departments of a local college discuss their program and placement services. 2. Invite personnel officers of local elementary and secondary districts to present information on hiring methods, job opportunities.	

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Featherstone, School Where Children Learn, Liveright, 1971.

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Herndon, How To Survive In Your Native Land, Simon and Schuster, 1971; and The Way It Spozed To Be, Simon and Schuster, 1968,

Holt, How Children Fail, Pitman, 1964; How Children Learn, Pitman, 1967; What Do I Do Monday, Dutton, 1971.

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Neill, Summerhill: A Radical Approach To Child Rearing, Hart, 1960.

Silberman, Crisis In The Classroom, Random House, 1970.

Visual Aids - Films

Radio-Television, California Teachers Association, 1705 Murchison Drive, Burlingame, California, 94010.

The Quiet Revolution. 28 min., color.
Make A MightyReach. 45 min., black and white.

Contemporary Films, 1714 Stockton Street, San Francisco, California, 94113.

Summerhill.

Media Film Distributors, 1011 N. Cole Avenue, Hollywood, California, 90038.

Glasser on Schools. 20 min., color.

INTRODUCTION TO INSTRUCTIONAL ASSOCIATE

Hours Per Week

Class, 2; Seminar, 1.

Course Description

For students planning to become Instructional Associates in elementary schools. Defines terminology, legal status in California; needed functional, clerical and mechanical skills; role in classroom and in community; reviews duties, responsibilities, positive relationships with students, teachers, administrators, parents; provides information on employment trends, ways to find jobs, ways to further career.

Major Divisions

I. Introduction to Course

II. Role of the Instructional Associate

III. Needed Clerical and Mechanical Skills

IV. Needed Functional Skills

V. Career Opportunities

VI. Job Performance

Concept Objectives

To provide the student with:

1. An understanding of the importance of the role of the Instructional Associate in the elementary school classroom.

2. Knowledge of the position of an Instructional Associate in relation to that of a credentialed teacher.

3. Information as to the legal status of aides of all types according to the Education Code of California.

4. An understanding of the clerical and mechanical training needed for this career.

5. Task definitions in instructional categories that an associate must be able to perform.

6. Realization of the growth in duties and responsibilities during the past decade and what the future will be in these areas.

7. Understanding of the importance of establishing positive relationships with both school staff and community.

8. Guidelines to follow to insure satisfactory job performance.

9. Information on career opportunities and ways to improve job positions.

Performance Objectives

The student will:

1. List clerical and mechanical skills needed for preparing paper work, keeping records, inventorying supplies, operating all types of office and audio-visual equipment.

2. Demonstrate knowledge of laws in California that define the scope and limitations of duties of aides employed in public schools in California.

3. List the functional skills required for effective participation in instructional areas.

4. Define the means of classroom control in a variety of situations.

5. Identify those jobs that are the sole responsibility of the teacher.

6. Identify all jobs that could be performed by a trained Instructional Associate.

7. Learn the use of a work sheet for daily job planning with the teacher.

8. Draw up a code of ethics for use in relation with students, staff, parents of the community.

9. Review job descriptions of several districts to find out similarities and differences in requirements for employment.

10. Outline a program of courses to meet requirements for getting the Associate degree with a major in Instructional Associate.

11. Identify the employee organizations with membership available to aides.

Methods of Instruction

1. Lecture

2. Seminar

Methods of Evaluation

1. Examinations

2. Special Projects

Course Content for Introduction to Instructional Associate

	Notes
I. Introduction to Course	
A. Units of Instruction	
1. Explain purposes of course.	
2. Present course outline.	
a. Discuss areas to be covered in lecture and in seminar.	Have students outline a program needed to get degree.
b. Review program to be followed in securing Associate degree with Instructional Associate major.	
B. Seminar	
1. Students interact on question "How I Feel About Children."	
2. Students interact on question "Why I Want To Be An Instructional Associate."	
II. Role of the Instructional Associate	
A. Units of Instruction	
1. Discuss qualities and characteristics that should be basic to all classroom aides.	See Appendix H "Desirable and Undesirable Qualities in An Aide."
2. Review relationships with teacher.	
a. Those areas that are sole responsibility of the teacher.	Use material from the Classroom Teacher Speaks On His Supportive Staff.
b. Need for close relationships in:	
(1) Planning day's work.	
(2) Discussing class control and discipline.	Show film strip "I Am A Teacher Aide."
(3) Understanding of overall goals and objectives of the class work.	See Appendix I for sample Time Planning Sheet.
3. Discuss relation with students.	Show film "Teams For Learning."
a. How to establish mutual confidence and trust.	

Course Content for Introduction to Instructional Associate continued

	Notes
b. How to react to criticism of the teacher by students.	Have students read appropriate material in text.
4. Discuss relationships with parents and community.	
a. Will be viewed as a representative of the school.	Have students make up and distribute questionnaire to find out parental attitudes toward use of aides in classroom.
b. Can be excellent liaison between school, parents and community.	
c. Does require ethical practices of confidence, loyalty to students and to school.	Have students write a "Code of Ethics."
B. Seminar	
1. Have students list liked and disliked characteristics of teachers they had in school. Discuss why.	
2. Get definitions of class control, discipline, role play on how to settle differences of opinion between aide and teacher in these areas.	Review and apply principles of Glasser, Gordon et al to specific situations.
3. Invite a locally employed aide and a teacher who uses aides to get their feelings about how to establish good relationships.	
4. Discuss results of questionnaire on parental attitude toward classroom.	
III. Needed Clerical and Mechanical Skills	
A. Units of Instruction	
1. Review basic clerical skills needed for all areas of aide work.	Review college catalog.
a. Discuss courses available for training in clerical skills.	See Appendix J "What Jobs Can Be Done by Others - Clerical Work."
b. Discuss clerical duties that aides could be expected to perform.	
2. Review basic machine skills.	

Course Content for Introduction to Instructional Associate continued

	Notes
a. Discuss audio-visual equipment. b. Discuss office machine equipment operations.	Have students list all types of audio-visual equipment used in schools. Have students list all types of office machines used in schools.
B. Seminar	
1. Visit Instructional Media Center of local elementary school.	
IV. Needed Functional Skills	
A. Units of Instruction	
1. Discuss need for understanding of a learning pattern of children.	Appropriate reading in text.
a. Ways to motivate. b. Some modern theories on learning. c. Developmental levels of children.	Indicate value of course "The Learning Process for the Elementary School Child."
2. Review most effective methods of working with children.	
a. As individuals. b. In small groups. c. In class as a whole.	Identify factors which determine method to be used.
3. Discuss tasks related to assisting in a classroom organization and atmosphere.	See Appendix K "What Jobs Can Be Done By Others - Teaching Related Activities. Non-teaching Assignments."
4. Describe areas where associate can be of value in securing or producing materials for classroom use.	Indicate value of course "Instructional Media for Instructional Associate."
5. Review Curriculum areas where associate can be of instructional value.	Indicate value of courses "Creative Arts for Instructional Associate," "Language Arts for Instructional Associate," "Mathematics for Instructional Associate."
6. Discuss needed skills for library use, research.	
B. Seminar	Use film "Teacher Aide Training Film."

Course Content for Introduction to Instructional Associate continued

	Notes
1. Role play different methods of motivating students to accomplish a task.	
2. Demonstrate effective and ineffective ways of working with children as individuals, in small groups, as a class when presenting a lesson.	
V. Career Opportunities	
A. Units of Instruction	
1. Briefly mention tremendous growth pattern of auxiliary personnel since 1960.	
a. Numbers and types of programs federally financed. b. Increasing responsibilities of aides leading to designation as paraprofessionals. c. Growth patterns for California projected to 1980.	See material from "Report Of The NEA Task Force On Paraprofessionals."
2. Discuss legal status of aides in California as described in Education Code.	See Appendix L for copy "Instructional Aide Legislation."
3. Mention types of positions available in California and methods used in hiring under classified employee system.	Have students secure copies of local aide job description. See Appendix M for sample.
B. Seminar	
1. Have personnel director of local school district describe hiring practices.	
VI. Job Performance	
A. Units of Instruction	
1. Discuss procedures to follow after being hired regarding orientation to the school.	

Course Content for Introduction to Instructional Associate continued

	Notes
2. Secure copy of district handbook and review policies of importance to classified staff and aides.	
3. Discuss guide lines to follow regarding personal or professional relations with fellow aides, teaching staff, classified staff.	
4. Discuss guidelines to follow when problems of personal nature occur with other staff members.	
5. Review types of employee organizations available to aides.	Have students find out membership requirements for local employee organizations.
6. Discuss ways to further job career through on-the-job training, workshops, college courses.	
B. Seminar	
1. Have students discuss local classified employee organization with representative.	

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Howe, The Teacher Assistant, Wm. C. Brown Co., Dubuque, Iowa, 1971.

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Shank and McElroy, The Paraprofessionals or Teacher Aides, Pendall Publishing, Midland, Michigan, 1970.

Visual Aids - Films and Filmstrips*

Cost and Rental Information

Purchase prices:

"Teams for Learning"	$45.00	(filmstrip with record)
"I Am a Teacher Aide"	8.00	

Filmclips

"Various Perceptions"	30.00
"Team Analysis and Planning"	32.00
"The Adult as Enabler"	32.00
"Home-School Interaction"	19.00
"Some Glimpses of Anthony"	19.00
"Career Development"	14.00

For purchase orders, write directly to:

National Audiovisual Center
General Services Administration
Washington, D.C. 20409

If purchased separately the total would be $199.00. However, the National Audiovisual Center will sell the entire package for the unit price of $184.00. The film and filmclips are available for preview at no charge. The filmstrip is available for purchase only.

REFERENCES continued

Rental prices:

The film and filmclips are available for rent from Norwood Studios, Inc., 5104 Frolich Lane, Tuxedo, Maryland 20781. Prices for the rentals are as follows:

"Teams for Learning"	$7.50 for three days, $1.00 each additional day, plus postage and insurance.
"Team Analysis and Planning" "The Adult as Enabler"	7.50 each for three days, $1.00 for each additional day, plus postage and insurance.
"Various Perceptions" "Home-School Interaction" "Some Glimpses of Anthony" "Career Development"	5.00 each for three days, $1.00 for each additional day, plus postage and insurance.

User will pay the return postage and be required to insure the film or filmclip for its return to Norwood Studios. If he neglects to insure the film and it is lost, he will be liable for it.

The filmstrip "I Am A Teacher Aide" cannot be rented. It is available for purchase only from the National Audiovisual Center, General Services Administration, Washington, D.C. 20409.

*Prepared by Bank Street College of Education for the Bureau of Educational Personnel Development, U.S. Office of Education.

THE LEARNING PROCESS FOR THE ELEMENTARY SCHOOL CHILD

Hours Per Week

Class, 2; Work Experience, 5.

Course Description

Basic course in the learning processes of children. Emphasis on defining, understanding, identifying the developmental stages of children ages 5 through 12. Review of modern theories of behavior, motivation, impact of school on personality development, problems of anxiety in children, the problems of exceptional children. Includes weekly classroom observation and recording of behavior of children.

Major Divisions

I. Introduction to Course

II. The Stages of Child Development from 5 to 12

III. The Learning Processes of Elementary School Children

IV. Motivating School Children

V. The School and Personality Development

VI. The Place of the Aide in Helping Children Learn

Concept Objectives

To provide the student with:

1. Practical knowledge of the learning processes and of the different stages of growth and development.

2. An understanding of the impact that attending school has on a child's ability to progress.

3. Enough insight into the world of the child to grasp how he functions individually, under normal conditions and under conditions of anxiety and tension.

4. Knowledge of the special learning needs of exceptional children and how these needs can be met.

5. Ways to be most effective in helping the teacher create dynamic learning situations in the classroom.

Performance Objectives

The student will:

1. Identify the stages of learning through which children pass in the years 5 to 12.
2. List the physical growth factors that influence learning.
3. Describe his reactions to recent theories of learning.
4. Do two case studies of individual children.
5. Make an age and learning chart of the students in his field work classroom.
6. Share with class members his classroom experiences.

Methods of Instruction

1. Lecture - presentation of materials of overall interest and value. Discussion of materials presented and field work experiences.
2. Work Experience - supervised learning experiences in two elementary classrooms under credentialed teachers. The student will keep brief records of children in each classroom and do a detailed case study on one child in each classroom. Field work will be discussed in class and direct observations by students will be used as examples whenever appropriate.

Methods of Evaluation

1. Oral report by students.
2. Charts, child case study reports.
3. Mid-term and final examinations.
4. Written assignments.

Course Content for Learning Process For the Elementary School Child

	Notes
I. Introduction to Course	
A. Explanation of course purpose.	
B. Outline course.	
1. Discuss objectives, methods of instruction, course requirements, methods of evaluation.	Have students read course outline.
2. Explain requirements of work experience.	

Course Content for Learning Process For the Elementary School Child continued

	Notes
a. Student will choose two grade levels to work in: first, K-3; second, 4-6.	
b. Student will select first school.	
c. Discussion of charts to be kept on students in each class.	Hand out age charts. See Appendix N.
d. Discussing and selection of individual child for case study.	Hand out case form. See Appendix O.
C. Review the first five years.	Show film "From Cradle To Classroom."
1. What the child is like when he enters school, what he brings with him to the classroom.	
2. Compare and contrast the four year old with the five year old.	Show film "Frustrating Fours and Fascinating Fives."
II. The Stages of Child Development from 5 to 12.	
A. The developmental process and principles of growth.	Have students start filling out age charts 5-12 on age characteristics and physical growth.
1. Physical growth factors during middle childhood.	
2. Uniqueness of the individual.	
3. Variations in role.	
4. Developmental behavior.	
B. Intellectual-cognitive development.	
1. Characteristics of intellectual development.	Have students start filling in age charts 5-12 on intellectual development.
2. Piaget's theory of intellectual development. Relate Piaget to the classroom.	
3. The concept of intelligence and the intelligence test.	

Course Content for Learning Process For The Elementary School Child continued

	Notes
a. The gifted child. b. The average child. c. Intellectually deficient child.	
4. Creativity-art as related to age stages 5-12.	Have students start filling in age charts 5-12 on language development.
5. Language development and its relation to cognitive development.	
C. Personality development in middle childhood.	
1. Influences of the family in middle childhood.	Have students start filling out age charts 5-12 on emotional development.
2. Sex-typing and sex-role identification.	
3. Development of conscious and moral standards.	Show film "Marked For Failure."
4. Development of emotions and how they affect the child.	
D. Expansion of social environment.	Start filling out age chart 5-12 on social development.
1. Adjustment to school.	
2. Socio-economic status and school adjustment.	Have students read Kozol's Death At An Early Age.
3. The school and the culturally disadvantaged child.	Show film "Why Billy Can't Learn" for characteristics of E.H. child.
4. Relations with peers.	
5. Factors affecting peer acceptance and status.	
6. Socialization functions at the peer groups.	Age charts complete.
E. Development of interest in books and mass media. How children are affected by the world.	Summarize and discuss age charts - relate to field work experience.

Course Content for Learning Process For The Elementary School Child continued

	Notes
III. The Learning Process in Elementary School Children.	
A. Define learning and explain main theories of learning.	
1. Relate learning to the developmental stages from 5-12.	
2. Relate learning to the classroom.	
B. Reinforcement and learning.	
C. Behavior modification and learning theory. How to relate behavior modification to the classroom.	Show film "Behavior Modification."
D. Motivation for learning.	
1. How learning can be made more effective.	First case study complete.
2. How retention can be improved.	
E. How learning relates to evaluation in the classroom, i.e. measuring learning.	Examine and discuss different types of instruments for measuring learning.
F. Anxiety and learning.	
1. Problems of anxiety and how they effect learning.	Discuss any learning problem observed in the classroom.
2. Suggested solutions.	
IV. Motivating School Children	
A. Define what is meant by motivation in the classroom. Relate motivation to different grades and different areas of the curriculum.	Discuss teacher based ways of motivating students in each area.
B. Learn the needs of the child.	Curriculum relating observations from field work.
1. Methods for evaluating his self-concept - self-understanding.	
2. Assessing his readiness for curriculum.	

Course Content for Learning Process For The Elementary School Child continued

	Notes
C. Goal selection.	
1. Helping the child to select and set goals.	Review current educational practices such as the contract system - individual goal setting.
2. Discussion of realistic goal setting for individual children relating to age.	
D. What is achievement, under achievement and over achievement.	
1. How to deal with the under achiever.	
2. How to deal with the over achiever.	
V. The School and Personality Development.	
A. The way the school affects personality, sex-role development and development of morality.	
B. Growth toward emotional maturity.	
1. Physiology of emotions.	
2. Emotions defined.	
3. Expression of emotion.	
C. Guiding the school age child.	Discuss the importance of distinguishing between the behavior and the child. How a teacher can dislike the behavior yet like the child. Ways to communicate feelings to the child.
1. Why guidance is necessary.	
2. What guidance is.	
3. Goals.	
4. Setting limits.	
5. Self understanding.	
D. The effect of the school on the self-esteem of the child.	Suggest reading in Glasser's book Schools Without Failure.
VI. The Place of the Aide in Helping Children Learn.	

Course Content for Learning Process For The Elementary School Child continued

	Notes
A. Relationships with pupils.	
1. Learning about pupils.	
2. Importance of subject matter.	
3. Attitude toward children and teaching.	
B. Relationships with certificated teachers.	
1. Building relationships.	
2. Responsibilities.	
3. Assessment of personal strengths and weaknesses.	
C. Learning needs of children.	
D. Working with gifted and retarded learners.	Second case study due - discuss grades 4-6 and compare with first case study.
E. Working with culturally deprived.	
F. Evaluation of pupil progress.	

REFERENCES

Texts

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Hawkes and Pease, Behavior and Development From 5 to 12, Harper and Row, 1962.

Ilg, Ames, School Readiness, Harper and Row, 1965.

Crow and Crow, The Student Teacher In The Elementary School, David McKay Co., 1965.

Kimble, Hilgard and Marguis, Conditioning and Learning, Appleton-Century-Crofts, 1961.

Sowards and Scoben, The Changing Curriculum and The Elementary Teacher, Wadsworth Publishing Co., 1961.

O'Connor, Learning: An Introduction, Scott Foresman and Co., 1968.

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Mussen, Cengu and Kagen, Child Development and Personalities, Harper and Row, 1969.

Moustakes, The Authentic Teacher, Howard A. Doyle Publishing Co., 1966.

Bradley, The Education of Exceptional Children, University Press, 1970.

Smart and Smart, Children Development and Relationships, MacMillan, 1967.

Visual Aids - Films

Appleton-Century-Crofts, 440 Park Avenue South, New York, N.Y. 10016.

Behavior Modification. 24 min., color.

Pennsylvania State University, Audio-Visual Services, University Park, PA. 16802.

From Cradle to Classroom, Parts 1 and 2. 26 min., color.

Contemporary Films, McGraw, Hill Text Films, 1714 Stockton Street, San Francisco, California. 94133.

Frustrating Fours and Fascinating Fives. 22 min., color.

REFERENCES continued

Indiana University, Audio-Visual Center, Bloomington, Indiana. 47401.

Marked For Failure. 60 min., color.

California Association of Neurologically Handicapped Children, P.O. Box 45273, Los Angeles, California. 90045.

Why Billy Can't Learn. 20 min., black and white.

INSTRUCTIONAL MEDIA FOR INSTRUCTIONAL ASSOCIATE

Hours Per Week

Class, 2; Laboratory, 3.

Course Description

Exploratory course in preparation, presentation, full utilization of instructional media. Emphasis on production of teaching/learning materials. Experiences in still and motion picture projection, graphic arts, monaural and stereo audio systems, video tape recording, programed instruction.

Major Division

I. Introduction to Instructional Media

II. Skills in the Operation of All Classroom Instructional Media Equipment

III. How to Produce and Use Graphic Materials.

IV. How to Produce and Use Audio Materials

V. How to Produce and Use Still Photographic Materials

VI. How to Produce and Use Motion Picture (film) Photographic Materials

VII. How to Produce and Use Video Materials

Concept Objectives

To provide the student with:

1. An understanding of the place and importance of the use of instructional media in the learning process of elementary school children.

2. Complete knowledge of the varied types of media materials, how they can be produced, how they can be used most effectively.

3. Many and varied laboratory experiences that provide for demonstration of student production of instructional media.

4. An understanding of the function and use of the Learning Resource Center in servicing learners and faculty in the learning process.

5. An understanding of the broad parameters of the Instructional Technology field including how behavioral science research stimulates new approaches to learning, i.e., programed instruction, teaching machines, performance contracting.

Performance Objectives

The student will:

1. Demonstrate, through actual use, complete knowledge of the setting-up, operation and minimal repair of all types of media equipment used in the classroom: 16mm sound motion picture projectors, super 8mm sound and silent motion picture projectors, 35mm slide and filmstrip projectors, monaural and stereo record players and tape recorders and ½ inch portable video-tape recorders.

2. Utilize and operate audio tape and film splicing equipment, 35mm cameras, super 8mm film cameras, video-tape recording equipment and mechanical graphic arts devices in the production of instructional media materials.

3. Produce materials in the areas of graphic arts, tape recordings, slide photography, motion picture photography and video-tape and then present materials during class time for critique.

4. Identify in writing and by demonstration the major practices and trends in instructional media to include production, presentation and utilization techniques.

Methods of Instruction

1. Lectures and demonstrations.

2. Seminars - whole class or group interaction.

3. Laboratory

4. Field trips to selected instructional media centers.

5. Extensive use of instructional media as an integral part of the course to present and analyze various instructional media and to present examples of media production.

Methods of Evaluation

1. Observation of production of materials in laboratory.

2. Classroom presentation of produced materials.

3. Mid-term and final written examinations.

Course Content for Instructional Media

	Notes
I. Introduction to Instructional Media	
A. Units of Instruction	
1. Purpose of course.	Hand out course outline.

Course Content for Instructional Media continued

	Notes
2. Presentation of course outline. a. Discuss objectives, methods of instruction, methods of evaluation. b. Explain performance of objectives emphasizing the practical, hands-on nature of the course. Performance of students on production projects as the basic criterion for grading.	Reading in text.
3. Discuss the impact of educational technology on educational process, the information explosion as it relates to education.	
B. Seminars	
1. View and discuss 16mm film, "Marshall McLuhan - The Medium is Message."	
2. View and discuss sound filmstrips. a. "Introduction to Instructional Technology." b. "Educational Technology."	
II. Skills in the Operation of All Classroom Instructional Media Equipment	
A. Units of Instruction	
1. Changes in media equipment from Comenius to the present.	Arrange for open laboratory to be made available with representative pieces of instructional media equipment and self-instructional sets of films and slides.
2. Fundamentals of equipment operation; how and why they work.	
3. Demonstrate how to change projector bulbs, phonograph needles and other normal replacement wear-and-tear parts from media equipment.	

Course Content for Instructional Media continued

	Notes
B. Seminar	
1. View and discuss sound filmstrip, "A History of Audiovisual Equipment."	
2. View selected single concept super 8mm film loops and slide sets on equipment operation and make sets available for student-self-instructional use.	
C. Laboratory	
1. Practice operation of 16mm sound motion picture projectors, super 8mm sound and silent motion picture projectors, monaural and filmstrip projectors, 35mm slide and filmstrip projectors, monaural and stereo players and tape recorders, ½ inch video tape recorders.	
III. How to Produce and Use Graphic Materials	
A. Units of Instruction	Arrange for open lab to be made available with graphic arts equipment; materials and self-instructional sets of films and slides.
1. Show examples of previous graphic arts materials	
2. Hand and machine lettering techniques.	
3. Dry mounting techniques.	Arrange for video taping of student and playback presentations to enable self-analysis of presentation.
4. Production of overhead transparencies.	
5. Production of charts and bulletin board displays.	
6. Presentation of transparencies and charts to class for critique. Presentation to be in lesson or story form having a beginning, middle and end; from 2 to 5 minutes.	Arrange for top 3 students to duplicate their materials for subsequent showing to media classes as examples.

Course Content for Instructional Media continued

	Notes
B. Seminar	
1. View selected single concept super 8mm film loops and slide sets on graphic production and make sets available for student self-instructional use.	
C. Laboratory	
1. Hand and machine lettering production.	
2. Dry mounting production.	
3. Preparation of three transparencies.	
a. Machine produced black and white (single). b. Hand produced color (single). c. Hand and/or machine produced multiple overlay (3) in color.	
IV. How to Produce and Use Audio Materials	
A. Units of Instruction	
1. Listen to examples of previous student produced audio presentations.	Prepare virgin tape for hand out to students.
2. In-depth audio equipment operation.	Arrange for open lab time for students to work on projects between scheduled classes.
3. Audio splicing techniques. How to splice, tape "pops," needle drops, etc.	
4. Production of audio tape presentation.	Students turn in spliced tape for instructor evaluation.
a. How to write an audio script. b. Background music and sound effects records and sources demonstrated and discussed. c. Presentation to be in lesson or story form having a beginning, middle and end; from 2 to 5 minutes.	

Course Content for Instructional Media continued

	Notes
5. Presentation of audio tape to class for critique.	
B. Seminar	
1. Listen to and discuss previously produced student audio presentations.	
C. Laboratory	
1. In-depth practice in operating various audio equipment.	
a. Equipment operation. b. Cable connections.	
2. Preparation of a spliced tape.	
a. Student records voice on tape counting 1-1,2-2, 3-3, 4-4, 5-5, 6-6, 7-7, 8-8, 9-9, 10-10. b. Student splices out one number of each pair leaving tape playback of 1-2-3-4-5-6-7-8-9-10.	
3. Preparation of one 2 to 5 minute audio tape using optional music and/or sound effects. Must be narrated by the student.	
V. How to Produce and Use Still Photographic Materials	
A. Units of Instruction	Hand out cameras and one 20 exposure color roll of film.
1. Show examples of previous student produced slide presentations.	
2. 35mm range finder camera types and operation.	Arrange for open lab time for students to work on projects between scheduled classes.
3. Still photography techniques.	
a. Lighting. b. Form.	

Course Content for Instructional Media continued

Notes

c. Composition.
d. Exposure.
e. Films.
f. Lenses.
g. Accessories.

4. Production of still photography presentation.

a. How to write a story board.
b. Titling, photocopying, slide copying techniques.

5. Presentation of slides to class for critique.

B. Seminar

1. View and discuss previously produced student slide presentations.

2. View and discuss sound filmstrip.

a. "A Visual Fable."
b. "Photography - Close-ups and Copying with 35mm Cameras."

3. View and discuss 16mm films.

a. "The Pinhole Camera."
b. "The Creative Eye."

C. Laboratory

1. Practice in 35mm range finder camera operation.

2. Practice and deployment of photo copying,slide copying and titling techniques.

a. Use of color films and filters.
b. Use of black and white line film for titles.

Course Content for Instructional Media continued

	Notes
VI. How to Produce and Use Motion Picture (Film) Photographic Materials	
A. Units of Instruction	
1. Show examples of previous student produced film presentations.	Hand out cameras and one 50 foot color cartridge of film.
2. Super 8mm camera types and operation.	Arrange for open lab time for students to work on projects between scheduled classes.
3. Filming techniques	
a. Sequence. b. Exposure. c. Animation. d. Films. e. Lenses. f. Accessories.	
4. Production of motion picture presentation.	
a. Review on writing a story board. b. Adaptation of still photographic knowledge on titling, photo copying and slide copying to motion picture production techniques. c. Techniques of editing. d. Techniques of splicing, using hot splice, cold splice and tape splice. e. Presentation to be in lesson or story form having a beginning, middle and end, with title and credits, from 2 to 5 minutes.	
5. Presentation of films to class for critique.	
B. Seminar	
1. View and discuss previously produced student film presentations.	
2. View and discuss 16mm films.	

Course Content for Instructional Media continued

	Notes
a. "Basic Film Terms." b. "American Time Capsule." c. "Refiner's Fire."	
3. View and discuss super 8mm film series.	
a. "Rhetoric of the Movie."	
C. Laboratory	
1. Practice in super 8mm camera operation.	
2. Practice and deployment of photo copying, slide copying and titling, all including animation.	
3. Editing and splicing using all methods listed under A.--Units of Instruction.	
VII. How to Produce and Use Video Materials	
A. Units of Instruction	
1. Show examples of previous student produced video presentations.	Arrange for open lab time for students to work on projects between scheduled classes.
2. In depth, investigation of video tape recorder (VTR) types and operation.	
3. VTR techniques.	Presentation to be in TV commercial form with titles and credits, optional graphics, props, sets. To be one minute long, with 5 second leeway (55 to 65 seconds.) Two people work as a team, one being talent one being VTR and camera operator, they then switch roles.
a. Slow motion. b. Stop frame. c. Exposure. d. Cable connections. e. Lenses.	
4. Production of video presentation.	
a. Story board. b. Photographic principles in video. c. Techniques of editing and dubbing.	

Course Content for Instructional Media continued

	Notes
B. Seminar 1. View and discuss previously produced student video presentations. 2. View and discuss 16mm film "TV - Line by Line."	Teams video tape commercials by pre-arranged schedule. Whole class then assembles for viewing of video tapes and critique.
C. Laboratory 1. Practice in VTR and camera operation. 2. Practice in video production. 3. Recording of video production. Student has option to use VTR equipment in class or make an on-location production using portable equipment. In the latter case, he brings completed video tape to class for final class viewing and critique.	

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Brown, Lewis, Harcleroad, AV Instructional Materials Manual, A Self-Instructional Guide to AV Laboratory Experience, McGraw Hill, 1969.

Dale, Audio-visual Methods in Teaching, H R & W, 1969.

Knirk, Instructional Technology, H R & W, 1968.

Pearson and Butler, Instructional Materials Center's, Burgess, 1968.

Visual Aids

Sound Filmstrips

Association for Educational Communication and Technology, 1201 Sixteenth Street, Washington, D.C. 20036.

A History of Audio-Visual Equipment. 20 min., color.

Bailey Film, Inc., 6509 DeLongpre Ave., Hollywood, California. 90028.

Photography-Closeups and Copying with 35mm Cameras. 90 min., color.

Eastman Kodak Co., Dept. 454, 343 State Street, Rochester, N.Y. 14650.

A Visual Fable. 25 min., color.

General Program Teaching, Palo Alto, California.

Introduction to Instructional Technology. 20 min., color.

National Education Association,1201 Sixteenth St., N.W., Washington, D.C. 20036.

Educational Media. 20 min., color.

16mm Films

Doubleday Multimedia, 1371 Reynolds Ave., Santa Ana, California.

Refiner's Fire. 6 min., color.

Pyramid Films, P.O. Box 1048, Santa Monica, California. 90406.

American Time Capsule. 3 min., color.
Basic Film Terms. 15 min., black & white.
The Searching Eye. 18 min., color

REFERENCES continued

California State University, San Diego, 5402 College Avenue, San Diego, California.

The Pinhole Camera. 15 min., black & white.

University of Arizona, Bureau of Audiovisual, Tucson,Arizona 85721.

This is Marshall McLuhan - The Medium is Message. 55 min., color.

SUPERVISED WORK EXPERIENCE FOR INSTRUCTIONAL ASSOCIATE

Hours Per Week

Seminar, 1; Work Experience, 10.

Course Description

A field and seminar course providing a variety of classroom activities directly related to instructing and supervising children in elementary school. Opportunity to use knowledge, methods, skills gained from other courses. Seminars cover classroom experiences, interaction on problems, exchange of ideas, techniques, materials.

Major Divisions

I. Introduction to Course

II. Seminar

III. Meetings Between Class Instructor and Individual Students

Concept Objectives

To provide student with:

1. Prolonged and constant on-the-job experience in all areas of instruction and supervision of children in an elementary school classroom under a credentialed teacher.

2. Professional observation and evaluation of the student's effectiveness by both the teacher and the classroom instructor.

3. Opportunities to interact with other class members and the class instructor in a seminar situation on problems, ideas and all other topics relevant to field work experience.

Performance Objectives

The student will:

1. Keep a daily log of experiences in the classroom.

2. List all duties and responsibilities of an Instructional Associate in the class where work experience is being done.

3. Meet weekly with the work experience teacher to discuss and evaluate performance, plan for the coming week.

4. Meet monthly with the class instructor to discuss and evaluate experiences.

5. Plan, present, evaluate at least four subject area lessons given in the classroom.

6. Read and add personal comments to the evaluation sheets prepared by supervising teacher and those prepared by the class instructor.

7. Present a subject area lesson to the seminar group for purposes of practice and also for criticism.

Methods of Instruction

1. Visitation, observation, evaluation of students discussing on-the-job work experience activities.

2. Meetings with individual students to discuss and review work experiences.

3. Meetings with work experience teacher to review student progress.

4. Seminar meetings for group interaction on learning experiences.

Methods of Evaluation

1. Written work experience evaluations by supervising teacher.

2. Written work experience evaluations by class instructor.

3. Attendance, participation, presentations to seminar sessions.

Course Content for Work Experience

	Notes
I. Introduction to Course	
A. Review purposes and objectives of supervised work experience.	Distribute copies of Work Experience Information Bulletin. Have students react to content. See Appendix P.
B. Discuss purposes and reasons for seminar meetings.	
C. Review methods of instruction and methods of evaluation to be used in course.	
II. Seminar	
A. Discuss placement procedures.	
1. Choice of school, grade level, subject areas, type of teacher preferred for best experience.	Have students fill out school preference cards. See Appendix Q.
2. Responsibilities of student in placement.	Have students fill out information sheet on selves. See Appendix R.

Course Content for Work Experience continued

	Notes
3. Responsibilities of instructor in placement.	
B. Review materials to be given to supervising teacher for information and evaluation.	Provide students with copies of classroom evaluation sheet. See Appendix F.
C. Review materials that will be used by class instructor for observation and evaluation of individual performance in work experience.	Provide student with copies of forms to be used by instructor for evaluation of student. See Appendix S.
D. Review areas of importance for providing successful start, establishment of good relations with children, with staff of school.	Have students suggest effective ways to accomplish successful start.
1. Personal habits - good grooming, voice control, good appearance, correct language usage.	Students interact toward personal habits of each other.
2. Personal relationships - being tactful, sense of loyalty, ability to trust, respect of confidentiality, being flexible.	Students interact on feelings about areas of personal and public relations.
3. Public relations - awareness of position in eyes of parents, rest of community.	Suggest students obtain copy of district handbook.
E. Review needed skills for success in work experience.	
1. Clerical skills - type, use of equipment.	Have students list location and types of equipment available.
2. Functional skills - audio-visual equipment, use of school library or instructional media center.	Students to check out procedures for obtaining, operating equipment. Visit school library or media center.
3. Instructional skills - learning and motivation.	
4. Curriculum skills - language arts, mathematics, creative arts, physical education.	Each student presents lesson where instructional skills are displayed, is evaluated by group.

Course Content for Work Experience continued

	Notes
5. Personal skills - overall effectiveness in classroom with students, teacher, staff.	Each student prepares and presents subject area lesson to group for evaluation. Preferably using ideas, materials actually used in classroom. Each student presents evaluation of self to class as to effectiveness as a person in classroom.
F. Discuss other areas of interest and need.	
1. How to adjust to technique and methods used by work experience teacher.	Students suggest names of guest speakers to review any areas of need.
2. How to arrange for planning time with teacher.	See Appendix I for sample of time planning sheet.
3. How to have effective class control	
III. Meetings Between Class Instructor and Individual Students.	
A. Discuss placement for most effective work experience.	Review with student placement openings available.
B. Discuss work experience prior to and after observation in classroom.	Have students write reactions to classroom evaluation by instructor.
C. Discuss evaluation by classroom teacher.	

REFERENCES

Texts

None

Visual Aids

None

LANGUAGE ARTS FOR INSTRUCTIONAL ASSOCIATE

Hours Per Week

Class, 2; Seminar, 1.

Course Description

Introduces basic language art skills of listening, speaking, reading, writing needed for instructional competency in elementary school. Experiences in use of children's literature, commercial materials. Covers grade level readiness criteria.

Major Divisions

I. Introduction to Course

II. Inter-relatedness of the Language Arts

III. Helping Children in Developing Aural-oral Language Skills-Speaking and Listening

IV. Helping Children in Reading

V. Helping Children in Writing and Spelling

VI. Other Verbal and Non-verbal Communication Skills

Concept Objectives

To provide the student with:

1. An awareness of our language - its origins and history.
2. Ability to identify the four basic language arts skills and to develop some understanding of the inter-relatedness of these skills.
3. An awareness of the sequence of presentation of language skills within the curriculum relating to approximate grade levels.
4. Knowledge of the instructional methods and materials employed in the local elementary school districts.
5. Knowledge of the developmental skills required of a child in order to effectively learn to read (reading-readiness.)
6. Proficiency in using selected commercial and teacher-made instructional materials which can be used to reinforce arts skills.
7. Opportunities to know and use children's literature.

8. An introduction to some other components of an effective language arts curriculum (e.g., creative dramatics).

Performance Objectives

The student will:

1. List some basic instructional materials used in the four basic language art skills of listening, speaking, reading, writing.
2. List by grade level the sequential development of various language art skills.
3. List the developmental skills that a child must have prior to learning how to read.
4. Prepare a reading list of children's literature and briefly describe each piece.
5. Read aloud to the seminar group.
6. Prepare a set of instructional materials which can be used to reinforce language arts skills. (Resource file)
7. Demonstrate proficiency in the use of commercial instructional materials.
8. Prepare simple lesson plans in each language art area to include goals, objectives, procedures, means of evaluation.

Methods of Instruction

1. Lecture
2. Visitations to local schools
3. Laboratory demonstrations
4. Seminars

Methods of Evaluation

1. Laboratory performance
2. Periodic exams
3. Notebook and materials kit.

Course Content for Language Arts

	Notes
I. Introduction To Course	
A. Units of Instruction	

Course Content for Language Arts continued

	Notes
1. Explain purpose of course. 2. Present course outline. Discuss objectives, methods of instruction, methods of evaluation.	
B. Seminars and Laboratories	
1. Examine and discuss elementary school language art courses and curriculum guides. 2. Break into groups by grade level to first share observations and classroom experiences that relate to the language arts curriculum. 3. Share methods, techniques, language arts materials observed in classroom with total group.	
II. Inter-relatedness of the Language Arts	
A. Units of Instruction.	
1. Origins of Language, theories proposed by linguists and historians. How language began to be recorded-development of the alphabet. History of the English language, its origins and borrowings. How our language is continuing to change.	Reading from suggested references and other related periodicals or books. Have students look up selected words in the dictionary - identify origin and use in a variety of sentences.
2. Language Development, how children develop language. Developmental steps through which children progress in developing language. Environmental settings most conducive to language development - physical, psychological and cultural. Language facility of typical child when he enters school - identification of some common speech problems.	Have students share personal experience with infants and toddlers who were learning to talk. List common characteristics of speech development.

Course Content for Language Arts continued

	Notes
3. Subject areas of the curriculum included in the language arts. What the basic skills include. How grade placement of items to be taught is determined.	Readings selected from suggested texts and other related periodicals. Make a list of State text books provided for reading, handwriting, spelling and language instruction. Examine scope and sequence charts for the basic language art texts. Discuss placement of skills. List according to age (grade) level when each is typically introduced.
B. Seminars and Laboratories	
1. Have students make language of their own and written symbols for it, share with class.	
2. Small group discussions sharing experiences with infants and toddlers learning to speak.	
3. View film "The California English-Language Arts Framework." Discuss film.	
4. Exercises in selecting from a variety of materials those which would be most appropriate for each of the four basic language art areas of instruction.	
5. Speech therapist visits class. Discuss speech development and some common problems.	
III. Helping Children in Developing Aural-Oral Language Skills - Speaking and Listening	
A. Units of Instruction	
1. Relationship between listening and speaking.	Reading from suggested references.
2. The scope and sequence of speaking - listening skills as they are developed through the elementary grades.	Examine courses of study and discuss sequence of skills.

Course Content for Language Arts continued

	Notes
3. Specific methods of materials which can foster increased skill in listening.	Have students read chapters on listening and speaking in suggested references.
4. Specific methods and materials which will foster increased skill in speaking.	Discuss methods and activities they have observed being used to foster listening and speaking skills.
B. Seminars and Laboratories	
1. See film "Language Into Meaning." Discuss techniques demonstrated to develop language observed in film.	Instructor will provide sample sets for examination and students will read instructions, ask appropriate questions. Try out in small group situation - instructor demonstrating.
2. Practice using a variety of commercial listening and oral language development games and kits.	
3. Practice in making and demonstrating use of student made langusge development materials and/or techniques.	
IV. Helping Children in Reading	
A. Units of Instruction	
1. Approaches to learning to read.	Mention different methods; organic, language experiences, individualized look, phonics, linguistics, etc.
2. Development skills important to learning to read.	
a. Techniques for assessing these skills.	
b. Techniques and materials which can foster development of these skills.	Have students read a chapter on reading readiness from one of the suggested references. List skills important to learning to read. Examine reading readiness tests and checklists provided by instructor. Have students look up readiness activities in suggested references.
3. The developmental reading program.	
a. Beginning reading instruction - primary grades.	
(1) Discussion of various approaches; basal, language experiences, linguistics, programed.	

Course Content for Language Arts continued

	Notes
(2) Sequences of skills introduced in beginning reading instruction. (3) Grouping for instruction.	
b. Reading in the middle and upper grades.	Have students identify reading and listening skills as they are generally introduced from first through sixth grade. Have students read selections from the teachers' manuals and student texts from at least one State adopted reading series for each grade level.
(1) Scope and sequence of skills introduced. (2) The individualized reading program. (3) Independent reading activities. (4) Organization and management of reading groups.	
c. Remedial reading.	
(1) Why some children experience difficulties in reading - experiential, physical and psychological. (2) How to work with children with reading disabilities.	Have students read a chapter from the suggested reference or other reading texts on individualized reading. Discuss in conference. Have students examine a learning pack and/or reading task cards. Discuss organizing a reading group - share experiences in observing reading groups in their own schools. Read an article on reading difficulties - discuss problems students seem to encounter most often. Share techniques observed or personally tried that have proved helpful. Read one or more of the high interest-low vocabulary books which are listed under references. Make a list of games and other ideas that are helpful to children who are having difficulty in reading.
B. Seminars and Laboratories	
1. Examination and discussion of currently used developmental reading materials - demonstrations by guest teacher.	

Course Content for Language Arts continued

Notes

2. Guest speaker on Learning Disabilities.

3. Practice using commercial reading games with small groups.

4. Preparation of and demonstration of reading games with small groups and total class.

5. Preparation of notebook listing readiness and work analysis skills as they are generally introduced in a developmental reading program (k-6).

6. Examination of teachers manuals of current State adopted reading materials - special emphasis being given to questioning strategies which will foster increased comprehension, aid in developing independent study skills.

7. Role playing with class members in conducting reading circle.

8. Role playing in pairs in conducting a reading conference.

9. Practice in developing "read-a-long" techniques.

10. Practice in administering simple informal reading inventories to determine a students general reading level.

11. Practice in using Frye's Readability Scale to determine readability of selected trade books.

12. Visit to children's library noting the following: Where picture books are kept; What magazines are available for children? What reference books are available?

Course Content for Language Arts continued

	Notes
13. Presentation by visiting librarian.	
14. Examination and reading of trade books which can be used in the reading program.	
15. Practice in using reading improvement machines.	
V. Helping Children in Writing and Spelling	
A. Units of Instruction	
1. Handwriting instruction	
a. Introduction to manuscript writing. b. Discussion of why manuscript writing is taught first. Development skills important to learning to write.	Have students examine State adopted manuals. Discuss how handwriting is taught in the schools. Share specific techniques observed. Have students read a chapter of learning to write in one of the suggested references. Discuss suggested references. Discuss suggested techniques for helping youngsters.
(1) Knowledge of left and right. (2) Large and small muscle coordination. (3) Hand-eye coordination. (4) Visual perception.	
c. How to assist children who are learning to manuscript. d. Introduction to cursive writing.	
(1) General grade level introduction. (2) Sequences of letters introduced.	
e. Assisting children in making the transition.	
2. Spelling	Examination of current spelling texts. Discuss how spelling vocabulary is determined, taught. Read chapter from suggested references on instruction. Compare present program with past.
a. Relationship between spelling and reading. b. Discussion of current spelling programs - individualized and text centered.	

Course Content for Language Arts continued

	Notes
c. Techniques that can assist children in improving their proficiency in spelling.	
(1) The inductive approach. (2) Kinesthetic activities - tracing, writing in the air, on the board. (3) Assist using the dictionary as an aid.	Distribute list of spelling games which can assist youngsters in spelling. Examine Children's dictionary. Make up one dictionary activity to share with classmates. Have students construct a picture dictionary.
3. Grammar and Punctuation	
a. History of grammar instruction in the U.S.	Assign reading from references on grammar and punctuation. Read introduction to teachers' manual in current language art texts.
(1) Traditional. (2) Descriptive. (3) Structural (4) Transformational - generative and the implications for instruction in today's schools.	Compare difference in grammar instruction in today's school with the way it was taught when the class was in elementary school.
b. Current texts employed in California schools to teach grammar and punctuation.	
c. Basic punctuation generalization and when they are typically introduced in the curriculum.	List basic sentence forms and make up examples of each to share with each other.
d. Assisting students in correcting their own written work.	Read and share sections in Sounds of Language Readers which pertain to sentence building.
B. Seminars and Laboratories	
1. Demonstrations by instructor forming letters and words in manuscript and cursive.	
2. Examination of student handwriting manuals.	

Course Content for Language Arts continued

	Notes
3. Practice in writing in manuscript and cursive.	
4. Examination of current spelling programs.	
5. Demonstration of spelling lesson by instructors.	
6. Student preparation and presentation of spelling lesson to be presented to small group.	
7. Preparation of a class activity which will provide practice in using the dictionary.	
8. Demonstration of how to use commercial spelling games.	
9. Small group discussion of new Language Arts texts. Trends noted in the different language series.	
10. Practice in correcting spelling and punctuation errors in material furnished by instructor.	
11. Demonstration of simple sentence building activities by visiting teacher.	
VI. Other Verbal and Non-verbal Communication Skills	
A. Units of Instruction	
1. Creative dramatics	Read reference articles or chapters which pertain to creative dramatics.
a. Recent trends in creative dramatics in the elementary language arts curriculum.	
b. Value of creative dramatics activities and their basic similaraties and differences.	
c. The variety of kinds of activities and their basic differences.	

Course Content for Language Arts continued

	Notes
(1) Improvisation. (2) Role playing. (3) Dramatizations. (4) Type Play (5) Pantomime (6) Puppetry	
2. The place of children's literature in the Language Arts curriculum. Discussion of story time in the classroom as motivation to read, expanding vocabulary, developing oral language.	Assign reading from references pertaining to children's literature.
	Discuss history of story telling.
a. Selecting appropriate books and poems to read to children depending upon their age and background.	
	Have students visit library and sit in on story time. Discuss story teller's effectiveness. Read at least one of the Caldicott, Newberry, Laura Ingalls Wilder, Hans Christian Anderson books.
(1) Caldicott and Newberry Awards. (2) Laura Ingalls Wilder Award, Hans Christian Anderson Award, Horn Book. (3) Children's Book Council.	
b. Discussion of what makes a good story reader and teller.	
c. How to use props to assist in telling stories.	Discuss how props can aid in telling story in correct sequence.
(1) Flannel board. (2) Puppets. (3) Guitar. (4) Hats	Share favorite stories with one another. What makes a good story? Why are some stories more easily recalled?
B. Seminars and Laboratories	
1. Demonstrations by local teachers and instructor in creative dramatic techniques, both in school setting and in class.	
2. Practice in leading classmates and in participating in choral verse, fingerplays, role playing and pantomime.	

Course Content for Language Arts continued

	Notes
3. Demonstrations by local teachers in telling stories using the flannel board and other props.	
4. Practice in reading stories to classmates and small groups of children (when possible) invited to attend a portion of the class.	
5. Exercises in preparing and demonstrating story telling using the flannel board and other selected props.	

REFERENCES

Texts

Ginn, Building Pre-Reading Skills, Elementary English (1^a, 1^b, 11^a. 11^b).

Holt, Rinehart & Winston, Sounds of Language Readers (I-VI).

Harper & Row, Basic Reading Program (pp. VI).

Lippincott, Basic Curriculum Series (pp. VI).

MacMillan Co., Bank Street Readers (pp. VI), MacMillan Reading Program (p. VI).

D.C. Heath, Reading Caravan (p. VI), Better Handwriting for You (I-VI).

Kottemeyer & Ware, Basic Goals in Spelling (I-VI).

Noble & Noble, Try: Task 1, 2, 3.

Harcourt, Brace & World, Roberts English Series (III-VI).

Scott Foresman, Open Highways Readers (IV-VI).

Field Publications, Deep Sea Adventure Series, Morgan Bay Mysteries.

Scott Foresman, Thorndike-Barhart Beginning Dictionary.

Holt, Rinehart & Winston, Holt Intermediate Dictionary of American English.

Webster's New World Dictionary (Elementary Edition).

Simon and Schuster, Teacher, 1963.

Scholastic Book Services, How To Teach Reading With Children's Books.

Appleton Century Crofts, Learning To Read Through Experience.

Selected Commercial Games and Materials

Houghton-Mifflin, Listen and Learn.

American Guidance Service, Peabody Language Development Kits.

Southwest Regional Laboratories, SWRL (Instructional Concepts Kit).

MacMillan, Early Childhood Education Kits.

Holt, Rinehart & Winston, Patterns of Language.

REFERENCES continued

Lyons & Carnahan, Phonics Games Kit and Spelling Games Kit.

Greater San Diego Reading Association, Reading Games Unlimited, 1971.

Science Research Associates, DISTAR: Language Development.

Scholastic Book Co., Individualized Reading.

Audio-Visual Films

Film Section, Division of Educational Media, County of Los Angeles, Superintendent of Schools, 155 West Washington Blvd., Los Angeles, California, 90015.

Language Into Meaning Series. 4 in number. 28 min., color.

Sponsored by California State Department of Education. Produced by Professional Arts, P.O. Box 8454, Universal City, California.

California Language Framework. 28 min., color.

CREATIVE ARTS FOR INSTRUCTIONAL ASSOCIATE

Hours Per Week

Class, 3.

Course Description

Current trends and methods in instructing children at the elementary school in art, crafts, music, bodily movement, recreation and physical education, fundamentals of first aid and safety. Covers effective use of materials, techniques, creative thinking, innovative practices through use of demonstrations, project making, laboratory experiences and school visitations.

Major Divisions

I. Introduction to Course

II. The Important Components For Art

III. Developing Skills in Art Instruction

IV. The Elementary Music Curriculum

V. Developing Skills in Music Instruction

VI. The Important Components of Recreation and Physical Education Instruction

VII. Developing Skills in Recreation and Physical Education Instruction

VIII. Understanding Health and Safety

Concept Objectives

To provide the student with:

1. An understanding of the four components of art education.
2. Basic skills in creative drawing, painting, modeling, construction and print making.
3. Ability to identify the expectancies of music education.
4. Basic skills in music relating to listening, singing, bodily movement, playing instruments and reading music.
5. Competencies to assure responsibilities in the instruction of recreational games and of physical education.
6. Ability to plan and conduct appropriate lessons in each of the major components of physical education.

7. Understanding of the goals and objectives of a good physical education program.

8. Understanding of the inter-relationship between recreational games and objective use of school playground facilities.

9. Fundamental knowledge of first aid and safety practices for both prevention and effective dealing with accidents.

10. Realization that achievements in the creative arts are related to children's development rather than grade level.

11. Ways to implement creative arts programs through effective use of supplies, materials, films.

Performance Objectives

The student will:

1. Identify the four components of art education and create examples of each one.

2. View and evaluate a film for use in each area of the creative arts.

3. Show skills in art by producing original work in drawing, painting, modeling, construction, print making.

4. Identify and illustrate in music form, rhythm, pitch, dynamics, timbre.

5. Plan and present an original dance using original music and instruments.

6. List and demonstrate the physical exercise and games most appropriate for ages 4 through 12.

7. Demonstrate proper use of equipment used in games.

8. Describe the amount of responsibilities an Instructional Associate should assume in areas of recreation and physical education.

9. Identify basic rules for dealing with health problems.

10. Report on procedures that are followed when dealing with accidents at school.

Methods of Instruction

1. Lecture

2. Laboratory demonstrations

3. Classroom visitations

Methods of Evaluations

1. Laboratory Performance - demonstration by students that they have acquired skills outlined in the objectives.
2. Periodic Examinations - demonstration by students that they have acquired information outlined in the objectives.
3. Notebook and materials - portfolio of art and music resource material for classroom use.
4. Self evaluation.

Course Content for Creative Arts

	Notes
I. Introduction to Course	
A. Units of Instruction	Distribute course outline. Have students read and discuss.
1. Explore inter-relationships of the areas of art, music, crafts, bodily movement, recreation and physical education.	Assess needs of students through informal survey.
2. Present course outline.	
a. Review concepts, objectives, planned methods of instruction and evaluation.	Discuss student ideas of the inter-relationships by asking open-ended questions.
b. Stress importance of laboratory experience, demonstrations and study trips.	Record major student ideas on butcher paper and keep for end of semester comparison.
3. Discuss laboratory experiences.	
a. Number of demonstrations expected.	Hand out outline to the students. Seek questions and concerns.
b. Self evaluation of work.	Plan discussion seeking causes and effects of "learning by doing" and seek written generalization from students following discussion.
	Have students present one demonstration per major component for each field (art, music, physical education).
B. Laboratory	
1. Examine and discuss a variety of examples of work used in	

Course Content for Creative Arts continued

	Notes
elementary classrooms. Have illustration by instructor of demonstrations in each creative art area and physical education.	
II. The Important Components of Art	
A. Units of Instruction	Distribute State framework. Read and discuss.
1. Implementation of the four components of art education. Introduce the inter-related concerns of the four components in art education.	Discuss and show examples for each component.
2. Discuss application of goals of art education as developed in state guide lines.	Visit classroom where teacher is utilizing one of the four components.
	Take study trip to Fine Arts Museum, have follow-up discussion.
B. Laboratory	
1. Provide opportunities for students to examine work set forth in the four major areas of concentration in art.	
2. Have exercises preparing students to become more sensitive to their environment, better able to work creatively, to understand and appreciate the artistic contributions of the cultures of all men, to evaluate our environment and man's art work with a valid rationale.	
III. Developing Skills in Art Instruction	
A. Units of Instruction	Show examples of objects that emphasize and help discriminate varying color, shapes and textures in natural and man-made forms.
1. Develop skill in visual-tactile perception which increases the individual's sensitivity to the world.	
2. Demonstrate techniques for creative drawing, painting, modeling, construction and print making.	Use a wide variety of materials.
3. Overview of method and skills using aesthetic judgment.	Emphasize line, color and texture.

Course Content for Creative Arts continued

	Notes
4. Objectives and skills involved in art heritage.	Show films and film loops that demonstrate a desired art technique. Distribute and discuss technical supplements. See Appendix T.
B. Laboratory	
1. Provide activities for students to demonstrate visual-tactile responsiveness.	
2. Rotate activities so all students have opportunity to participate in creative drawing, painting, modeling, construction and print making.	
3. Practice in identifying qualities in visual work using beginning art vocabulary.	
4. Activities provided for student:	
a. Recognize existence of similarities and differences in art produced in various times and places.	
b. Identify evidence of arts as other cultures and times are studied within context of the social sciences and other cultures.	
IV. The Elementary Music Curriculum	
A. Units of Instruction	
1. Introduction to music framework for California schools.	Distribute State music framework. Read and discuss.
2. Implementation of current music, State texts and records.	Review and show examples of current music texts and records.
3. Identifying musical expectancies, form, rhythm, pitch, dynamics and timbre by levels.	Visit classrooms where teachers are using some of these musical forms.

Course Content for Creative Arts continued

	Notes
B. Laboratory	
1. Examine music framework for California schools.	
2. Examine and practice using children's music text books, choosing appropriate song, leading songs and singing songs.	
3. Find examples of musical selections that emphasize form, pitch, rhythm, dynamics and timbre by levels.	
V. Developing Skills in Music Instruction	
A. Units of Instruction	
1. Acquisition of facts and knowledge.	Provide opportunity for students to work with children using variety of musical techniques.
2. Development of concepts and understandings of musical motivation.	
3. Overview of skills in listening, singing, and playing music.	Have students use overhead projector for class note reading in playing instruments.
4. Development of attitudes and appreciation, deepening experiences through music.	Have students choose instrument to accompany class.
5. Audio-visual techniques which are applicable to the implementation of the music program.	Have demonstrations of records used in California State Music Series.
B. Laboratory	
1. Review teachers manual and records for ideas and lesson planning.	
2. Simple note reading exercises.	
3. Practice in leading songs.	
4. Practice in listening for phrases and patterns.	

Course Content for Creative Arts continued

	Notes
5. Expression in listening for phrases and patterns.	
6. Experiences playing simple instruments: auto harp, flutophone, rhythm instruments.	
7. Discuss students enjoyment of music and musical activities.	
VI. The Important Components of Recreation and Physical Education Instruction.	
A. Units of Instruction	Stress importance of maintaining a physical education notebook to contain lecture and discussion notes on physical education and playground recreational activities.
1. Discuss with students the needs of persons involved in assisting with both physical education and recreation programs in the elementary school.	Ask, "What comes to your mind when you hear or read the words physical education?" Develop concepts inductively and record on butcher paper for later comparison with end of semester discussion.
2. Discuss the components of physical education.	Give one example of a goal and one of an objective.
3. Present goals and objectives of physical education.	Students will work in small groups and write what they think the current goals are in physical education. Give goals to class and discuss the similarities and differences between instructor and student made goals. Ask, "What is significant or important in this similarity or difference?" Students will scan physical education guides from local school districts to discover goals and relationships and offer verbal reasons why school districts may emphasize a particular set of goals and objectives. Students will list games that can be used by student on playground or at home for fun and recreation.

Course Content for Creative Arts continued

	Notes
	Students will rate goals and objectives in terms of what each student feels is important in the education of children in the elementary school.
	Students will infer verbally, ways they think a selected objective can be measured. Record ideas on butcher paper.
B. Laboratory	
1. Involve class in simple stretching locomotor exercises.	
2. Do the same with music and stress simple sequence of locomotor activities using hopping, skipping, galloping and simple balance exercises.	
3. Following exercises ask, "What can you say about what you just did?" Seek a variety of responses and develop categories from individual responses. Students will label categories and compare to goals and objectives.	
4. Involve class in individual exercises stressing slow rhythmic movements. Students will react to music and create their own exercises.	
VII. Developing Skills in Recreation and Physical Education Instruction	
A. Units of Instruction	Ask, "What do you think are some specific things a child at this age can do physically?" Record on butcher paper and discuss.
1. Developmental Motor Characteristics of elementary school children.	
a. Pre-assess students knowledge about specific ages and corresponding motor characteristics.	

Course Content for Creative Arts continued

	Notes
b. Present a list of motor characteristics associated with ages 5 through 12.	Use list from Ilg and Gessel.
c. Present a list of motor characteristics that show development sequence but not displaying age.	Use list from Cajon Valley Union School District Physical Education Guide.
d. Present a brief list of principles of learning theory specifically related to the learning of motor skills.	Discuss motivation, reinforcement and retention theory. Use films and programed instruction books if necessary. Pre-assess prior knowledge with the theories by asking if students are familiar with the films. Films feature Dr. Madeline Hunter of UCLA. Show how one skill can be used to demonstrate each learning principle.
e. Discuss briefly the relationship between motor development and maturation.	Ask students to choose one skill and apply the principles. Students will write the sequence.
f. Discuss briefly the social motives in motor development and the relationship between self image development and motor growth.	Assign short readings prepared by the instructor.
g. Present the spectrum of styles in teaching of physical education which are: command, task, reciprocal, small group, individual, guided discovery, problem solving.	Discuss the effects of negative and positive self images of children, stressing proper motor growth and under developed motor development.
h. Present the major components of physical education which are: physical fitness, locomotor skills, rhythmic skills and recreational skills.	Use overhead transparency to show all styles. Assign readings from Mosston.
i. Present through discussion and demonstration the use of circuit training for teaching skills and fitness activities.	Students will state which of the styles is most commonly used in teaching.
j. Demonstrate the tests of the California Physical Performance Test Battery.	Students will infer causes and effects of a particular style on students in elementary school.
	Distribute written lesson plans using each style to teach one locomotor sequence.
	Distribute written lesson plans for each component. Have students seek curriculum guides from local school district. Guides will be examined and used for demonstration teaching in this course and with children in field work.

Notes

Use instructor prepared lessons and guides from local districts. Have students prepare one circuit on paper which contains scope and sequence for skills and fitness activities.

During laboratory time have students administer test to each other and to children during field work. Stress proper use of score sheets and ways to administer tests to large groups of children. Have students watch local ITV series about fitness testing or use film made and distributed through California State Department of Education.

B. Laboratory

1. Involve class in several short exercise periods stressing the relationship of each learning theory to a particular motor learning sequence. Use the command style of teaching to demonstrate how motivation, reinforcement and retention principles are applied to learning various styles of walking, running, galloping and skipping.

2. During each class session, involve class in stretching and low level warmup exercises. Stress at all times importance of learning theory in teaching activities. Occasionally use discussion to ask students what comes next in the sequence of exercising for fitness. Gradually involve each student in talking through the entire class with one particular fitness sequence.

3. Involve students in activities using each style of learning. Stress movement exploration and the

	Notes
use of various pieces of supplies and equipment. Gradually involve students in leading small groups of students in the use of each style. Students will teach to small groups by planning, teaching, evaluating and reteaching the same lesson. Students will use the same lessons and teach to children in field work. Students will provide the instructor with feedback about such lessons. Instructor will critique each lesson with the student.	
4. Show how particular locomotor skills and recreational skills are used in leisure time activities by children during recess and noon time. Analyze problems which may arise from playing games and seek solutions.	
VIII. Understanding Health and Safety	
A. Units of Instruction	
1. Discuss the legal aspects of safety on the playground during recess and noon time.	Cite paragraphs from Education Code. Lead a discussion in which students state causes and effects of certain playground problems. Lead to tentative student made generalizations about instructional aide responsibilities for playground safety. Hand out short written statements about each accident and injury. Show a film about this subject. Discuss the film. Have student seek local school district regulations concerning responsibilities for playground accidents and injuries. Discuss ways an instructional aide supervising a playground can take steps to prevent accidents.
B. Laboratory	
1. Involve students in common recreational games. Use role playing to discuss feelings of game participants and to offer ways to prevent accidents. Students will also list common report procedures for accidents.	

REFERENCES

Texts

Wachowiak, Emphasis: Art. A Qualitative Program for the Elementary School, International Textbook Co., Scranton, Penn. Current State adopted music texts and records.

Mosston, Teaching Physical Education, Columbus, Ohio, Charles E. Merrill Books, Inc., 1966.

Boyer The Teaching of Elementary School Physical Education, New York, J.Lowell Pratt and Co., 1965.

Hackett and Jenson, A Guide to Movement Education, Palo Alto, California, Peck Publications, 1967.

Visual Aids - Films

Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California, 90404.

Art and You. 11 min., color.

Artist and Nature. 11 min., color.

Discovering Color. 15 min., color.

Discovering Composition. 16 min., color.

Discovering Perspective. 14 min., color.

Discovering Texture. 17 min., color.

Discovering Creative Pattern. 17 min., color.

Art Discovered in Nature. 11 min., color.

Creating with Clay. 11 min., color.

Creating with Color. 11 min., color.

Coronet Films, 12841 Martha Ann Drive, Rossmore, California 90702.

Creating with Color. 11 min., color.

Modern Learning Aides, Classroom Film Distributors, 5610 Hollywood Blvd., Hollywood, California.

Finger Painting Techniques. 10 min., color.

International Film Bureau, 332 South Michigan Avenue, Chicago, Illinois. 60604.

Brush in Action. 11 min., black & white.

REFERENCES continued

J.F. Northcutt Co., 1055 West La Cadena Drive, P.O. Box 2531, Riverside, California. 92506.

Hester and Associates, super 8mm film loops, color, single concept films in the area of art.

Sculpturing in Paper
Sculpturing in Soap
Crayon I: Etching
Design in Tissue Paper
Stichery I: Cardboard
II: Applique
III: Traditional
Weaving
Clay: Pinch Method
Clay: Coil Method
Clay: Slab Method
Fingerpainting
Paper Mache
Wood Scrap Sculpture

Documentary Films

Movement Exploration.

MATHEMATICS FOR INSTRUCTIONAL ASSOCIATE

Hours Per Week

Class, 2; Seminar, 1.

Course Description

Understanding of elementary concepts of the real number system, numeration systems, mathematical sets, philosophy of modern mathematics. Emphasis on providing most effective techniques for instruction of elementary school children. Study of texts, other media used in local school, visitations to observe programs.

Major Divisions

I. Introduction to Course

II. Presentation of Mathematical Concepts to Children

III. Mathematical Sets

IV. Numeration System

V. The Natural and the Whole Numbers

VI. Negative Numbers

VII. Rational Fractions

VIII. Irrational Numbers

IX. Presentation of an Instructional Unit

Concept Objectives

To provide the student with:

1. Knowledge of materials available to aid in the teaching of mathematics to elementary school children.

2. Elementary knowledge of numeration system, mathematical sets and the real number system.

3. Awareness of the impact on students of the attitudes and abilities displayed by the teacher, especially with respect to the subjects commonly thought very difficult, i.e., mathematics.

4. Knowledge of local programs of mathematics instruction and the material used in these programs.

Performance Objectives

The student will:

1. Learn the elementary concepts of numeration systems, mathematical sets and the real number system by attending classroom lectures, performing homework assignments and passing examination on these topics.

2. Observe at least three classroom presentations of mathematics at local elementary schools and write a critique of each.

3. Participate in a group study of a local mathematics program and assist in presenting a report to the class.

Methods of Instruction

1. Lecture

2. Seminar

Methods of Evaluation

1. Examinations

2. Written reports

3. Instructional Units

4. Field work evaluation reports

Course Content for Mathematics

	Notes
I. Introduction to Course	
A. Explain purpose of course.	Stress teacher's attitude toward subject.
B. Present course outline.	Have students list their expectations for the course.
a. Discuss lecture portion. b. Discuss reports required.	
II. Presentation of Mathematical Concepts to Children	

Course Content for Mathematics continued

	Notes
A. Units of Instruction	
1. Discuss order of presentation.	Use guest consultant (elementary teacher) for this unit.
2. Discuss depth of presentation.	
3. Discuss concerns of students.	
B. Laboratory	
1. Present lesson to class as it should be presented to elementary school children. Have a consultant attend.	
III. Mathematical Sets	
A. Discuss use of sets.	Class visitations by students.
B. Discuss operations with sets.	
IV. Numeration Systems	
A. Units of Instruction	
1. Discuss types of systems.	Show historical improvement of numeration to present.
a. Additive (Egyptian hieroglyphic, Roman).	
b. Multiplicative (Japanese-Chinese).	
c. Positional (Mayan).	
2. Discuss use of base.	Stress structure - nothing "right" about base ten.
a. Remnants of other bases.	
b. Positional systems with bases other than ten.	
3. Discuss the base ten numeration system using Hindu-Arabic numerals.	Stress independence of base and numerals. Stress the natural development of addition and the grouping and regrouping.

Course Content for Mathematics continued

	Notes
4. Discuss addition as a union of sets.	
5. Discuss simple arithmetic problems done in other bases.	Use physical grouping in base being used. Stress that addition facts, for example, are not necessary but quite convenient.
B. Laboratory	
1. Form class into pairs. One student explain numeration systems as if to elementary class. Trade off - other students explain a basic operation.	
V. The Natural and Whole Numbers	
A. Develop basic properties.	Instructional units begun - each student selects topic and develops a classroom presentation.
1. Commutative properties.	
2. Associative properties.	
B. Distribute properties of multi over add.	
1. Properties of 1 and 0.	
2. Subtraction.	
3. Division.	
4. Natural number exponents.	
VI. Rational Fractions	
A. Units of Instruction	
1. Extend basic properties.	
2. Define basic operations.	
3. Fundamental properties of fractions.	
4. Division by zero.	

Course Content for Mathematics continued

	Notes
B. Laboratory	
1. Students begin presenting instructional units.	
VII. Negative Numbers	
A. Units of Instruction	
1. Define negative numbers.	Teams formed to study local programs - prepare presentation.
2. Develop basic properties.	
3. Define basic operations.	
B. Laboratory	
1. Continue instructional unit presentation.	
VIII. Irrational Numbers	
A. Units of Instruction	Keep simple. Develop in contrast to rational. Stress difference between π or 3.1416.
1. Define irrational numbers.	
2. Develop basic operations.	
B. Laboratory.	
1. Continue class presentations. Field visitations as necessary.	
IX. Presentation of Instructional Units	
A. Complete presentations of Instructional units.	
B. Teams present findings on local special programs.	

REFERENCES

Texts

Nichols and Swain, Mathematics for the Elementary School Teacher, Holt, 1971.

Weaver and Wolfe, Modern Mathematics for Elementary Teachers, International Textbook, 1968.

Nuffield Mathematics Project, John Wiley and Sons, Inc.

Biggs and MacLean, Freedom to Learn: An Active Learning Approach to Mathematics, Addison-Wesley Ltd.

Visual Aids - Films

None

APPENDIX A

CURRICULUM OFFERINGS FOR INSTRUCTIONAL AIDES IN CALIFORNIA COMMUNITY COLLEGES

1971 - 72 Catalogs

CURRICULUM OFFERINGS FOR INSTRUCTIONAL AIDES IN CALIFORNIA COMMUNITY COLLEGES

	BASIC COURSES							RECOMMENDED RELATED COURSES – SUPPORTIVE COURSES															
College	Cert. Degree	Title of Program	Intro. to Education	Supervised Field Exp. (App. tot hrs.)	TA I	TA II	TA III	Lang Arts	Minorities	Art	Typing	Music	Math	Child Psych.	Instruc. Media	Games Phys. Educa.	Library	Safety First Aid	Speech	Child Gr. & Dv.	Excep. Child	Read Tech	Office Trng
Antelope Valley	Cert. Deg.	Instruc. Aide	REQ.	REQ–780	–	–	–	–	–	REC	REC	REC	REC	REQ	REQ	REC	REC	–	–	–	–	–	–
Bakersfield	Cert. Deg.	Teacher Aide	–	–	–	–	–	REQ	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Barstow	?	Teacher Aide	REQ.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Canada	?	Teacher Asst.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Cerritos	Deg.	Teacher Asst.	–	REQ–400	REQ	REQ	REQ	REQ	–	REQ	REQ	REQ	–	REQ	–	REQ	–	REQ	REQ	REQ	–	–	–
Chaffey	Deg.	Teacher Asst.	–	REQ–?	REQ	REQ	REQ	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Citrus	?	Teacher Aide	–	–	REQ	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Cuesta	Deg.	Teacher Asst.	–	REQ–?	REQ	–	–	–	–	REQ	REQ	REQ	REQ	REQ	–	REQ	–	REQ	–	–	–	REQ	–
Cypress	Cert. Deg.	Instruc. Aide	REQ.	REQ–360	REQ	REQ	–	–	–	REQ	REQ	REC	REC	REQ	–	REQ	–	–	–	–	–	–	–
Desert	Cert. Deg.	Instruc. Aide	REQ.	REQ–150	REQ	–	–	REQ	–	REQ	–	REQ	–	–	REQ	REQ	–	REQ	–	REQ	REQ	–	–
Fresno	Deg.	Teacher Aide	REQ.	REQ–270	REQ	REC	REC	–	REQ	REQ	REQ	–	–	–	–	–	–	REQ	–	–	–	REQ	–
Gavilan	Cert. Deg.	Instruc. Aide	REQ.	REQ–360	REQ	REQ	REQ	–	–	REQ	REQ	REQ	REQ	REQ	REQ	REQ	–	REQ	REQ	REQ	–	REQ	–
Grossmont	Cert. Deg.	Teacher Asst.	REQ.	REQ–354	REQ	REQ	REQ	–	–	REQ	REC	REQ	REQ	–	REQ	REQ	–	REQ	–	–	–	–	–
L.A. City	Deg.	Educ. Aide	REQ.	REQ–72	–	–	–	–	–	REC	–	REC	REC	REQ	–	REQ	–	REQ	–	REQ	–	–	–
L.A. Harbor	Deg.	Special Ed. Aide	REQ.	?	–	–	–	–	–	–	–	–	–	REQ	–	REQ	–	REQ	–	REQ	–	–	–
Merritt	Cert. Deg.	Instruc. Aide	REQ.	REQ–?	REQ	REQ	–	REQ	REQ	REC	REC	REC	REC	REQ	–	–	–	–	REC	–	–	–	–
Palomar	Cert. Deg.	Teacher Asst.	REQ.	REQ–100	REQ	REQ	REQ	–	–	REQ	REQ	REQ	REQ	–	–	REQ	–	–	–	–	–	–	–
Pasadena	Cert. Deg.	Teacher Asst.	REQ.	REQ–720	REQ	REQ	REQ	–	REQ	–	–	–	–	–	–	–	REQ	–	–	REQ	–	–	–
Porterville	Cert. Deg.	Teacher Aide	REQ.	REQ–54	–	–	–	REQ	–	REQ	REQ	REQ	REQ	–	REQ	REQ	–	–	–	REQ	–	–	REQ
Rio Hondo	Deg.	Educa. Aide	REQ.	–	–	–	–	–	–	REQ	–	REQ	REQ	–	REQ	REQ	REQ	–	–	–	–	–	–
Riverside	Cert.	Teacher Aide	REQ.	–	–	–	–	REQ	–	REQ	–	REQ	–	–	–	REQ	–	REQ	–	–	–	–	–
San Bernardino	Cert. Deg.	Instruc. Aide	REQ.	REQ–150	REQ	–	–	–	–	REC	REQ	REC	REC	–	–	REC	–	–	–	REC	–	REQ	–
San Diego	Cert. Deg.	Instruc. Aide	–	REQ–54–112	REQ	–	–	–	–	–	–	–	REQ	–	REQ	–	–	–	–	REQ	–	REQ	–
San Francisco	Cert. Deg.	Teacher Asst.	–	REQ–182	REQ	–	–	–	–	–	REQ	–	–	–	REQ	REQ	REQ	–	–	REQ	–	REQ	–
San Jose	Cert. Deg.	Teacher Aide	–	REQ–180	REQ	REQ	REQ	–	–	–	–	–	–	–	REQ	–	–	REQ	–	REQ	–	–	–
San Mateo	Cert. Deg.	Teacher Asst.	REQ.	REQ–?	REQ			–	–	–	REQ	–	–	REQ	–	–	–	–	–	–	–	REQ	–
Sequoias	Cert. Deg.	Teacher Aide/Asst.	REC.	REQ–360	REQ	REQ	REQ	–	–	–	REQ	–	REQ	–	–	–	–	–	–	REQ	–	–	REQ
Southwestern	Cert. Deg.	Instruc. Aide	REC.	REQ–100+	REQ	REQ	REQ	–	–	REC	REQ	REC	REC	REQ	–	REC	–	–	–	REQ	REC	REC	–
Taft	Cert. Deg.	Teacher Aide		REQ–108	REQ	REQ	REQ	–	–		–	–	–	–	–	–	–	–	–	–	–	–	–

APPENDIX B

SURVEY OF JOB DESCRIPTION FOR AIDE POSITIONS

APPENDIX B

Survey of Job Descriptions for Aide Positions

Note: This is a compilation of data based on receipt of job descriptions from 30 California school districts listed at the end of the survey.*

Area and Characteristics	Number of Districts
I. Job Definition	
Under (direct, general) supervision of the classroom teacher.	
A. Assists in various class preparations.	
B. Performs a variety of classroom activities with children.	
C. Provides more efficient and effective utilization of the teachers time.	25
D. Does routine clerical tasks.	
E. Does other related work as required.	
II. Typical Duties	
A. Work with students in areas of:	
1. Art	6
2. Reading	7
3. Music	5
4. Spelling	6
5. Mathematics	5
6. Games	5
B. Assists teacher in maintaining classroom discipline.	8
C. Individual and group instruction.	18
D. Assists students in research room and/or library.	6
E. Accompanies class on field trips.	8
F. Sets up and arranges supplies and equipment in classroom.	6
G. Prepared and organized materials:	
1. Charts	6
2. Labels	3
3. Bulletin Boards	9
4. Displays	7
H. Distributes instructional materials.	4
I. Corrects papers.	12
J. Monitors class during exams.	4
K. Supervises playground, lunchroom, restrooms.	16

APPENDIX B continued

L.	Keeps records:	
1.	Takes roll	16
2.	Collects monies	10
3.	Fills out forms	9
4.	Records grades	9
5.	Maintains student cum folders	2
M.	Clerical Responsibilities:	
1.	Operates typewriter.	12
2.	Operates mimeo and/or ditto machines.	10
3.	Takes inventories of supplies.	4
N.	Operates audio visual equipment - projectors, tape recorders, record players, listening labs.	18
III.	Qualifications Needed:	
A.	Knowledge of general needs and behavior of children.	8
IV.	Must Have Ability To:	
A.	Use English correctly (spelling, punctuation, grammar)	22
B.	Write legibly	4
C.	Establish and maintain effective relationships with adults and children	20
D.	Understand and carry out oral and written directions	7
E.	Type	
1.	No particular speed	8
2.	30+ words per minute	3
3.	40+ words per minute	2
4.	50+ words per minute	1
F.	Perform routine clerical work	12
V.	Experience Required	
A.	No experience	5
B.	Experience teaching, professional or volunteer work with children	12
C.	Clerical experience	
1.	Some	4
2.	One year	2
3.	Three years	1

APPENDIX B continued

VI. Education Needed

A.	No definite educational background	3
B.	Equivalent to:	
1.	Graduation from 8th grade	1
2.	Graduation from 10th grade	1
3.	Graduation from high school	26
C.	Graduation from high school plus 12 hours course work in junior college or college with six hours teacher training or teacher assistant training and minimum of 50 hours lab field work in classroom under credentialed teacher	1
D.	Some college work preferred	1
E.	Thirty units of college credit (including courses required as basic to the upper division college requirements for teacher training).	1
F.	Two years of college	3

*

Castro Valley Unified	La Mesa-Spring Valley	Claremont Unified
Santee	Chula Vista City	San Diego City
Lodi Unified	Adelanto	Palo Alto Unified
Los Angeles City	Petaluma Unified	Palm Springs Unified
Monterey Peninsula Unified	Modesto City	Berkeley Unified
Lemon Grove	Marysville Unified	Newport Mesa Unified
Temple City Unified	Vallejo Unified	Taft City
Kings Canyon Unified	Lompoc Unified	Monrovia Unified
Folsom-Cordova Unified	Pasadena Unified	Sacramento City Unified
Visalia Unified	Pomona Unified	Los Banos Unified

APPENDIX C

DEMOGRAPHIC STUDY OF ENROLLEES IN

TEACHER AIDE TRAINING PROGRAM

APPENDIX C

Demographic Study of Enrollees in Teacher Aide Training Program

Note: Study was made at Grossmont College in Fall of 1969. Results compiled from returns of 66 students who were enrolled in the program from Fall 1969 through Spring 1969.

Definition	Number
I. Sex	
Male	1
Female	65
II. Marital Status	
Single	19
Married	45
Widowed	2
III. Age	
Under 20 years	9
21 to 30 years	11
31 to 40	18
over 41 years	28
IV. Education	
High School diploma	66
Community college Associate degree	6
Bachelor's degree	5
V. Educational Plans	
Get Associate degree	48
More education beyond Associate degree	24
Plan to get elementary teaching credential	21
Plan to get secondary teaching credential	5
VI. Employment Status	
Employed as school aide	22
Hours employed per week	
Less than 15	1
15 to 20	7
21 to 25	6
26 to 30	4
31+	4

APPENDIX D

STUDENT EVALUATION OF INSTRUCTION

APPENDIX D

Student Evaluation of Instruction

Name of Student **Name of Instructor**

I. PRESENTATION OF SUBJECT MATTER (Rank instructor on a 5-point scale; 1 for highest rank; 5 for lowest)

1. Did he make his expectations of you, as a student, clear at the beginning of the year? 1 2 3 4 5
2. Does he present material that can be integrated with classroom learning? 1 2 3 4 5
3. Does he present material in a well-organized fashion? 1 2 3 4 5
4. Does he have sufficient knowledge about the various field experiences that you are involved with? 1 2 3 4 5
5. Can he admit when he does not have "The Answer" and help you find a source that does? 1 2 3 4 5
6. Were you "turned on" by this experience and stimulated to do more on your own? 1 2 3 4 5
7. Does he use enough examples of illustrations to clarify the material? 1 2 3 4 5

II. IDENTIFICATION WITH CONCERNS FOR THE EDUCATION OF CHILDREN

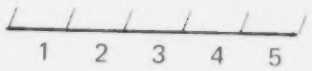
1. Do you feel that the instructor displays interest and involvement in matters relating to concerns for better education for children? 1 2 3 4 5
2. Does the instructor notify students of meetings, institutes, workshops, etc., related to these concerns? 1 2 3 4 5
3. Does he make available experiences in which you could interact with parents and children in important areas of educational concerns? 1 2 3 4 5

III. PROFESSIONAL BEHAVIOR

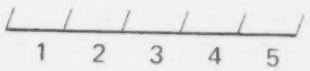
1. Do you believe that the instructor has respect, concern 1 2 3 4 5

and interest in the dignity and worth of others in the school system?

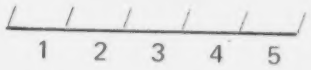
2. With parents?



3. In the community systems?

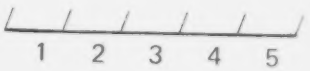


4. Has he provided a professional role for you? (i.e., does he show traits and ways of behaving you would like to possess?)

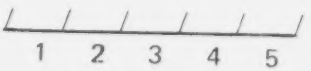


IV. RESPONSIBILITY TO STUDENTS

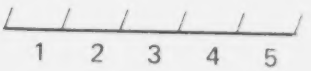
1. Is he actively helpful when you have difficulty?



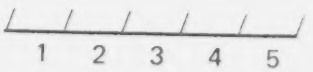
2. Does he appear sensitive to your feelings and concerns?



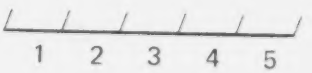
3. Do you feel free to ask questions, disagree, express your own ideas, etc?



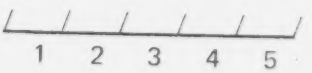
4. Have you been given an opportunity to participate in the selection and/or development of learning experiences?



5. Have the learning experiences been of significant breadth and scope to meet your educational needs?

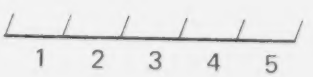


6. Were you held accountable for your specific assignments?

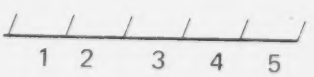


V. RELATIONSHIP WITH STUDENTS

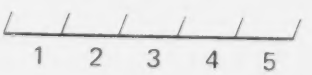
1. Is he fair and impartial in his dealings with you?



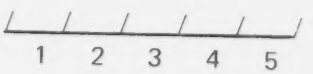
2. Does he tell you when you have done particularly well?



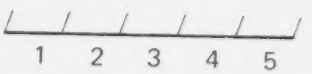
3. Can he offer constructive criticism?



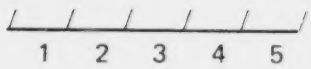
4. Do you feel you have had the appropriate freedom to make mistakes?



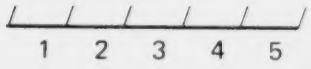
5. Is he interested and involved in discussing your future career plans?



6. Were you appropriately involved in the evaluative process?

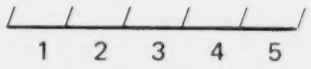


7. Do you think you were graded fairly?



VI. OVERALL EVALUATION

1. How would you rate your instructor as a teacher?



2. What aspects of this course were especially good? (Write comments below or on back of page)

APPENDIX E

SUGGESTED PROGRAM FOR

SUPERVISED WORK EXPERIENCE

APPENDIX E

Suggested Program for Supervised Work Experience

I. Purpose of the Program

This program is designed for student exploration in the field of teaching whereby a student spends a specified number of hours in a classroom, actively involved with the children under the supervision of a credentialed teacher. It is particularly helpful to preprofessional students in that it gives them first-hand exploratory experience in teaching.

This bulletin describes the program for the students. It provides information and guidance for principals, the teachers who supervise students and the students themselves.

II. Administration and Supervision of the Program

A. The Principal

The school principal should assume the responsibility for the administration and supervision of the program in his own school. He should:

1. Select teachers with superior ratings who are willing to serve as supervising teachers.

2. Help the supervising teacher to understand the purposes of the program and the responsibilities involved.

3. Visit the class from time to time to observe the work of the student.

4. Meet periodically with students to discuss program, get feelings about progress being made.

B. The Supervising Teacher

The supervising teacher is responsible for guiding the teaching experience of the student in the classroom, for evaluating progress in terms of marks at regularly scheduled grading periods. **The importance of the teacher in the success of this program is so great that no one should accept the assignment unless it is because of professional interest in the development of young people and in the recruitment of future teachers or Instructional Associates.** It should be realized that most students will have had no preservice training in teaching, and will, at first, be another "pupil" to teach. During the latter part of the course the student will be able to assist in many areas, but at first may need help in gaining confidence before being able to participate effectively in the classroom. The teacher who accepts the responsibility for the training and supervision of the student should be:

1. Enthusiastic about teaching.

2. Willing to supervise a student knowing that this will mean additional time and work spent without monetary compensation.

3. Able to meet, at the teachers convenience, with the student alone for at least one-half hour per week to plan areas of student participation, answer questions, discuss student participation, discuss student progress.

III. The Program

A. General Description

Supervised work experience is a one semester course and consists of readiness activities and participation activities. The student should first observe the work of the cooperating teacher and should not be in participation activities until the teacher decides it is time. Since readiness for teaching, like any other kind of readiness for learning, differs with the individual, there can be no set time for the beginning of participation. It may vary from a few days to several weeks. Generally, participation should start with individual help for some child, under participation-supervision of the teacher, so that it will not be assumed, for example, that helping a child to read is simply sitting and hearing him read. **As the student gains skill and confidence, there should be more and more participation until responsibility for small groups is assumed. Eventually, in some cases, work may be done with larger groups, but no student should be left alone to plan or manage either individual, small group, or whole group activities unless responsibility is accepted by the school district.**

B. Some Suggested Activities for Students at all Levels

1. Readiness

a. Observing groups to see which individuals are particularly noticeable for any reason. First observation might be concerned with physical qualities only, but later other characteristics which easily distinguish a child, will be noted, i.e., social qualities, evidences or interest or lack of interest, emotional progress or problems.

b. Observing the physical features of the room: lighting, ventilation, seating, decoration, furniture.

c. Observing classroom routine: care of materials, distributing materials, taking attendance, pupil's responsibility, etc.

d. Observing one particular child during a certain period of time to see how he reacts to his environment. First observation might be of a child with no particular problem. A later observation might be of a child with a definite problem. A student should keep notes over a week or more and discuss these with the supervising teacher.

e. Observing children at play, noting children who play well, those who participate little, those who are overly active and aggressive.

f. Watching the teacher's techniques for gaining attention, meeting individual differences, maintaining control and stimulating interest.

g. Watching the teacher plan with the children.

h. Observing the techniques, methods and materials used by the teacher to plan, present and evaluate different subject areas.

i. Watching the administration of a test.

j. Going with the teacher and class on a trip, observing planning for the trip and hearing later discussion of what was noted.

k. Attending a teacher's meeting - building or departmental.

l. Attending P.T.A. meetings, parent conference, participating in "open house" activities.

2. Suggested Student Participation Activities

a. Preparing materials for a child or a group.

b. Helping individual children and small groups.

c. Planning and arranging a bulletin board.

d. Reading or telling a story to a class.

e. Performing suitable clerical duties.

f. Helping children to play a new game or to sing a new song initiated by the teacher.

g. Leading a current events discussion.

h. Guiding a small group in seat work, such as the use of a workbook.

i. Helping a small group with art activities, initiated by the teacher.

j. Making and using flash cards with small groups.

k. Planning with the teacher for larger group experience.

l. Presenting beginning instruction in foreign languages.

m. Working with children using manipulative materials.

C. Evaluation by the Teacher

Supervising teachers will evaluate students twice during the semester on a form provided by the college class instructor.

APPENDIX F

SUPERVISED WORK EXPERIENCE FOR INSTRUCTIONAL ASSOCIATE

CLASSROOM PERFORMANCE EVALUATION

APPENDIX F

Supervised Work Experience for Instructional Associate
Classroom Performance Evaluation

Date _____

School _____

Name of Student _____

Name of Teacher _____

Grade Taught _____

Please comment briefly but frankly about your student in the areas indicated. Use back of sheet if necessary.

I. Personal

A. Relations with children (attitude, rapport, control, disposition)

B. Characteristics (appearance, voice, proper use of English, enthusiasm, punctuality)

C. Effectiveness as an Instructional Associate (works effectively with materials, displays originality, follows through on tasks, follows directions, seeks and accepts criticism)

II. Participation Activities

A. Areas of effectiveness with children (individual seat work, small group work, entire class)

B. Routine (taking attendance, filing reports, playground duty, correcting objective tests and homework)

C. Curriculum presentation (construction of materials, story-telling, bulletin boards, use of instructional aids)

III. Other Activities

A. Field Trips

B. Open House

C. P.T.A. Meetings

IV. Summary

A. Strengths

B. Weaknesses

V. Rating

A. Should be encouraged to continue in Instructional Associate program.

_____ NO _____ YES

B. Letter grade - circle **one**:

A = Superior B = Above Average C = Average

D = Below Average F = Unsatisfactory

Signed _____
Supervising Teacher

To the Student:

Please comment on this evaluation in terms of accuracy, fairness, completeness. Use reverse side of the paper.

Thank you,

Gordon Shields, Instructor

APPENDIX G

SUPERVISED WORK EXPERIENCE CLASS OBSERVATION SHEET

APPENDIX G

Supervised Work Experience Class Observation Sheet

Name _____ SCHOOL _____

Date _____ GRADE LEVEL _____

TEACHER _____

I Your Evaluation of the Learning Effectiveness of Your Classroom in Regards to:

A. Physical features (lighting, ventilation, seating, decoration, furniture, etc.)

B. Classroom routine (taking attendance, care of clothing, distribution of materials, etc.)

C. Teacher techniques (gaining attention, meeting individual differences, maintaining discipline, stimulating interest, etc.)

D. Teacher methods (in reading, mathematics, spelling, foreign language, etc.)

II. Items Noted that were of Particular Value and Interest to You

III. Your overall Evaluation of the Class

APPENDIX H

DESIRABLE AND UNDESIRABLE

QUALITIES IN AN AIDE

APPENDIX H

Desirable and Undesirable Qualities in an Aide*

Qualities most desirable in an aide

1. Love for children.
2. Ability and desire to work with children (establish rapport).
3. Ability and desire to work with staff (establish rapport).
4. Dependability; reliability.
5. Cooperative.
6. Ability to follow directions; (responsive to; talent for).
7. "Common sense."
8. Empathetic feelings towards children's learning problems.
9. Friendliness; warmth; kindness.
10. Willingness to learn job; knowledge of subject matter.
11. Professional attitude.
12. Sincerity; honesty; dignity.
13. Ability to communicate with children.
14. Patience.
15. Open mindedness.
16. Enthusiasm.
17. Positive attitude toward self, job, others.
18. Professionalism, discretion, tactfulness.
19. Promptness, accuracy.
20. Firmness.
21. Self-confidence; out-going.
22. Fairness.

Qualities least desirable

Skills and Knowledge

1. "Great intelligence" not especially necessary.
2. Inability to establish rapport - communicate with children.
3. "A little learning."
4. Lack of understanding of public school and children.
5. Stupidity.
6. Feel their **role** as teachers.
7. Lack of organizational ability.

Personal Qualities

1. Uncooperative.
2. Poor appearance.
3. Undependability.
4. Lack of resourcefulness.
5. Lack of drive.
6. Desire to exploit self - seek self-esteem.
7. Introvert, quiet, scared, emotional instability, flighty, bad disposition.

8. Impatience.
9. Inaccuracy.
10. Irresponsibility, poor attendance.
11. Domineering, overbearing, overzealous discipline wise - one who wants to run the show, overly aggressive.
12. Unfriendly.

*From a study by the Curriculum and Instruction Committee of San Juan Teachers Association, San Juan School District, San Juan, California, Chairman, Maxine May.

APPENDIX I

TIME PLANNING SHEET

APPENDIX I

Time Planning Sheet

Instructional Associate _____ Teacher _____

Week of _____

	8 - 9	9 - 10	10 - 11	11 - 12	12 - 1	1 - 2	2 - 3
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

APPENDIX J

WHAT JOBS CAN BE DONE BY OTHERS – CLERICAL WORK

APPENDIX J

What Jobs Can Be Done By Ohters – Clerical Work*

Preparing Attendance Reports

School system forms
Federal Attendance Forms

Collecting Money

Lunch, milk, school fees, book rentals
Magazines, newspapers, insurance
Charity drives, school pictures, field trips
Money-raising projects, banking, class parties

Keeping Numerous Office Records

Homeroom records, statistical reports
Annual and semi-annual reports, requisition forms
Inventory of class equipment, federal reports

Handling Report Cards

Initial preparation, entering grades
Transferring information, collecting and filing cards

Duplicating Work Sheets and Tests

Cutting stencils
Operating machines

Maintaining Student-Personnel Records

Initial preparation, health records
Anecdotal reports, referral forms

Filing

Tests, work sheets and other items
Resource materials for teaching units

Making Home Contacts

Making initial telephone call on absences
Setting up appointments for teacher-parent conference
Setting up appointments for home visitation
Typing flexible schedules.
Reporting on team teaching

*From "The Classroom Teacher Speaks on his Supportive Staff."

APPENDIX K

WHAT JOBS CAN BE DONE BY OTHERS –

TEACHING-RELATED ACTIVITIES – NON-TEACHING ASSIGNMENTS

APPENDIX K

What Jobs Can Be Done By Others - Teaching-Related Activities - Non-Teaching Assignments*

Teaching-Related Activities

Initial checking, correcting and marking of some papers for review by classroom teachers.

Administering, monitoring, scoring and graphing standardized tests.

Checking out, returning, storing and maintaining equipment and supplies.

Preparing room for use of special equipment.

Arranging bulletin boards and exhibits; setting up charts; attending to room environment.

Monitoring homeroom and study hall.

Supervising some laboratory or some seat work.

Researching materials and tools.

Supervising student make-up work after school.

Administering first aid for minor injuries.

Non-Teaching Assignments

Supervising students at lunch, recess and detention: in the halls, library, rest rooms, assembly and bus.

Supervising extracurricular activities: clubs, bus trips, school parties, school activities; selling and collecting tickets at ball games.

Assuming cocurricular assignments related to coaching, the student council, the yearbook and the school play.

Performing custodial duties: in the classroom, halls, rest rooms and faculty lounge.

Announcing and passing out routine bulletins.

Care for preschool children during parent-teacher conferences, lectures and other events.

Health screening: taking weight and measurements and checking vision.

*From "The Classroom Teacher Speaks on his Supportive Staff."

APPENDIX L

ASSEMBLY BILL NO. 1400 –

INSTRUCTIONAL AIDE LEGISLATION

PROFESSIONAL STANDARDS

CALIFORNIA TEACHERS ASSOCIATION ● 1705 MURCHISON DRIVE, BURLINGAME, CALIFORNIA

Teacher Education Department

August 29, 1968

ASSEMBLY BILL NO. 1400

Introduced by Assemblywoman Fong

Signed by the Governor August 22, 1968

An act to add Article 1.6 (commencing with Section 13599) to Chapter 3 of Division 10 of the Education Code, relating to employment of instructional adies in public schools.

The people of the State of California do enact as follows:

SECTION 1. Article 1.6 (commencing with Section 13599) is added to Chapter 3 of Division 10 of the Education Code, to read:

Article 1.6. Instructional Adies

13599. This article may be cited as the Instructional Aide Act of 1968. The provisions of this article shall apply to personnel referred to in Sections 931.5, 6458, 6481.5, 6481.6, 6499.5, 13253, 13253.5, and 16625.01 of this code or any other section heretofore or hereafter enacted, who perform the duties of instructional aides.

13599.1. The Legislature recognizes the need to provide classroom teachers and other certificated personnel with more time to teach and to provide the means for them to utilize their professional knowledge and skills more effectively in the educational programs of the public schools. It is the intent of the Legislature to authorize the employment of instructional aides in order that classroom teachers and other certificated personnel may draw upon the services of such aides to assist them in ways determined to be useful in improving the quality of educational opportunities for pupils.

13599.2. Instructional aides shall not be utilized to increase the number of pupils in relation to the number of classroom teachers in any school, any school district, or in the state.

All instructional aide positions in a school district shall be assigned the basic title of "instructional aide." To provide for differences in responsibilities and duties, additions to the basic title may be assigned such as "instructional aide I or II" or "instructional aide--volunteer," or other appropriate title designated by the governing board.

13599.3. (a) As used in this article, "instructional aide" means a person employed to assist classroom teachers and other certificated personnel in the performance of their duties and in the supervision of pupils and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher.

(b) "Any school district" means a school district or a county superintendent of schools who employs classroom teachers in the public schools.

13599.4. (a) Subject to the provisions of this article, any school district may employ instructional aides to assist classroom teachers and other certificated personnel in the performance of duties as defined in Section 13599.3. An instructional aide shall perform only such duties as, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to pupils. An instructional aide need not perform such duties in the physical presence of the teacher but the teacher shall retain his responsibility for the instruction and supervision of the pupils in his charge.

(b) Educational qualifications for instructional aides shall be prescribed by the school district employer and shall be appropriate to the responsibilities to be assigned.

13599.5. Notwithstanding the provisions of Section 10751 no instructional aide shall give out any personal information concerning any pupil who is not his own child or ward, except under judicial process, to any person other than a teacher or administrator in the school which the pupil attends. A violation of this section may be a cause of disciplinary action, including dismissal.

13599.6. Classroom teachers and other certificated personnel shall not be required to hold a standard supervision credential or a standard administration credential as a prerequisite to the supervision and direction of instructional aides.

13599.7. (a) An instructional aide shall not be deemed a certificated employee for the purposes of apportioning state aid and no regrouping of pupils with instructional aides shall be construed as a class for apportionment purposes.

(b) Instructional aides shall be classified employees of the district, and shall be subject to all of the rights, benefits, and burdens of the classified service, except as specified in Section 13581.2 for "restricted" positions.

13599.8. The school district shall pay to each person employed as an instructional aide compensation at a rate not less than the minimum hourly rate prescribed by federal law.

13599.9. Notwithstanding the provisions of this article, or any other provisions of law, a school district may utilize volunteers in the supervision and instruction of pupils, but any such volunteer shall be subject to the provisions of Section 931.5 and this article.

Copied by:

California Teachers Association
Teacher Education Department
8/29/68 - cc

APPENDIX M

JOB DESCRIPTION FOR INSTRUCTIONAL AIDE

APPENDIX M

INSTRUCTIONAL AIDE I
and
INSTRUCTIONAL AIDE I
(Kindergarten Option)

EMPLOYMENT OPPORTUNITIES
La Mesa-Spring Valley School Dsitrict
4750 Date, La Mesa, California

Promotional Examination No. 108
Open Examination No. 101

An examination is being given at this time to establish a new eligibility list for the above positions, to fill future vacancies.

SALARY: $2.19 per hour beginning rate - $2.66 per hour maximum rate.

DUTIES: Under the guidance of a classroom teacher or school principal, assists in the operation of the class and in the supervision of groups and/or individual children within the classroom and in play areas.

TYPICAL TASKS: Types material and duplicates same; keeps attendance records and prepares attendance reports; issues, collects and inventories supplies and materials; orients new pupils; administers teacher-made tests; corrects objective tests, workbooks and homework; orders classroom supplies; assists with the supervision of children in the classroom, on study trips and on the playground; operates audio-visual equipment; assists in maintenance of an orderly and clean classroom.

REQUIREMENTS: Any combination of training and experience equivalent to graduation from high school, supplemented by a minimum of 12 hours of course work in an accredited junior college, college, or university of which at least 6 hours shall have been in the area of teacher training or teacher assistant, and a minimum of 50 hours of laboratory field work in a classroom under the direct supervision of a credentialed teacher. The education background herein stated will be granted preferential consideration in the scoring of applicants for placement on eligibility lists. Others selected will be encouraged to fulfill these minimal educational standards.

No previous work experience necessary; ability to type at 30 words per minute corrected speed, and ability to work cooperatively with teachers, to take orders, to follow instructions accurately, and to complete assigned tasks.

KINDERGARTEN OPTION: Typing not required. In addition to tasks listed above, works with individuals and small groups of children in the room; reads stories to children, mixes paint, assembles materials and helps plan and prepare bulletin boards.

WRITTEN EXAMINATION will be held on Thursday, March 25, 1971, at 3:30 p.m., at Helix High School, 8323 University Avenue, La Mesa, California, Room 207.

TYPING EXAMINATION will be given immediately following written examination. Typing Certificates received from governmental examining agencies or adult education classes showing a NET speed of 30 words per minute or more, not more than 6 months old, will be accepted in lieu of typing examination.

APPENDIX N

AGE AND LEARNING CHART

APPENDIX N

Age and Learning Chart

	AGE CHARACTERISTICS	SCHOOL PROGRAM AND LEARNING STAGE	PHYSICAL GROWTH BODY CONTROL	LANGUAGE DEVELOPMENT	INTELLECTUAL DEVELOPMENT	EMOTIONAL DEVELOPMENT	SOCIAL DEVELOPMENT	RELATIONSHIP AND FAMILY
____ Age 5								
____ Age 6								
____ Age 7								
____ Age 8								
____ Age 9								
____ Age 10								
____ Age 11								
____ Age 12								

APPENDIX O

CASE STUDY FORM

APPENDIX O

Case Study Form

Select a child age 5 to 12 for your study. Contact parent and obtain permission to talk with the child and run simple tests. Explain to parents that tests are for your practice and not to accurately assess the child. No test results are absolutely accurate!

The case study will be divided into 5 sections with an introduction and extensive summary. The sections are to include:

I. Physical Development

Research and state developmental norms for your child. Develop tests for your child to test his physical development in relation to norm.

II. Social Development

Research and develop a way to test peer interaction and social development of your child. What social behavior is expected of a child of that age? Test his level. Talk with parents, teachers, etc., to gain information. Formulate questions to ask each. Have the child talk to his friends.

III. Cognitive Development

Test the child for all Piaget stages using classification and conservation. Use a measure of I.Q. to be discussed in class (draw-a-man-test). What is expected for your child at his age?

IV. Language Development

Research and compile a list of vocabulary words for above, at and below age level. Find and give suitable definitions. Test child and record his answers. What type of grammar is the child using and how does it compare to norm--give examples.

V. Self-Esteem

Research and develop a way to measure the child's self-esteem or what he thinks and feels about himself. Here "The Book About Me" would be useful in stating how he feels about his world if age is correct for usage. Include art work of the child that can be used to show the creative development of his personality. Research art and see how it can be applied to self-esteem.

Summarize your findings to give a complete picture of your child as he is now. Speculate on any problems you observe and possible cause. Indicate any behavior problems and possible cause. What are the child's strong and weak points? What are your feelings on the future progress and personality of this child?

Grossmont College

APPENDIX P

INSTRUCTIONAL ASSOCIATE – SUPERVISED WORK EXPERIENCE

INFORMATION BULLETIN

APPENDIX P

Instructional Associate - Supervised Work Experience
Information Bulletin

This program is designed for student preparation and exploration in the field of Instructional Associate whereby a student spends a specified number of hours in a selected classroom situation. It is particularly helpful to students in that it gives them firsthand exploratory experience in specific grade levels. This bulletin describes the program for students interested in becoming Instructional Associates. It provides information and guidance for all those concerned: principal, the teachers who supervise students and the students themselves.

I. Purposes of the Program

A. Prolonged and constant on-the-job experience in the classroom under the guidance of a credentialed teacher.

B. Constant professional observation and evaluation by both the classroom instructor and teacher.

C. Opportunities to interact with other students and with the instructor in a seminar setting on problems, projects and other topics relevant to the field expeience.

II. Administration and Supervision of the Program

A. The Principal

The school principal should assume the responsibility for the administration and supervision of the program in his own school. He should:

1. Select the teachers with superior ratings who are willing to serve as supervising teachers.

2. Help the supervising teacher to understand the purposes of the program and the responsibilities involved.

3. Visit the classroom from time to time to observe the work of the Instructional Associate.

B. The Supervising Teacher

The supervising teacher is responsible for guiding the teaching experience of the student in the classroom and for evaluating progress in terms of grades at regularly scheduled grading periods. **The importance of the teacher in the success of the program is so great that no one should accept the assignment unless it is because of professional interest in helping produce qualified Instructional Associates.** The teacher who accepts the responsibility for this training and supervision should be:

1. Willing to supervise knowing that this will mean additional work.

2. Willing to accept the Instructional Associate as an integral and important part of the supportive staff of a credentialed instructor.

3. Desirious of critically evaluating the program to suggest ways to improve it.

III. The Program

A. General Description

Approximately 150 hours minimum of work experience in a local elementary school under the direct supervision of a credentialed instructor is required. The plan is for the student to observe all areas of responsibility of a teacher, then participate actively in these areas. **Because of previous experience and education, active involvement with students by the Instructional Associate should occur almost immediately.**

B. Suggested Participation Activities by the Instructional Associate

1. An Instructional Associate should early be able to assume these classroom responsibilities and duties:

   a. Work with individuals, small groups, or the entire class in presentation of instructional materials and in all curriculum areas.
   b. Record student personal data in cumulative files.
   c. Supervise students during study periods.
   d. Help develop bibliographies and do limited research.
   e. Supervise students in areas relating to physical education and games.
   f. Read and/or tell stories to children.
   g. Create and manage bulletin boards.
   h. Assist in school library work.
   i. Care for and maintain instructional exhibits.
   j. Prepare report cards and other grading reports, enter grades on report cards.
   k. Prepare instructional materials.
   l. Orient new pupils.
   m. Keep anecdotal records.

2. Other more routine activities in which an instructional associate could participate are:

   a. Administering teacher-made tests.
   b. Correcting objective tests, workbooks and homework.
   c. Administering machine-scored tests.
   d. Keeping attendance records and preparing attendance reports.
   e. Typing and duplicating materials.
   f. Issuing, collecting and inventorying supplies and materials.
   g. Assisting with the supervision of children in the classroom, on study trips and on the playground.
   h. Operating audio-visual equipment.
   i. Helping maintain an orderly and clean classroom.

C. Nonparticipation Activities

It must be clearly understood that Instructional Associates are supportive to the teacher and are never to enter those areas that training places only in the hand of the professionally qualified teacher. For example, it is strongly recommended that under no circumstances do Instructional Associates have any responsibilities for:

1. Curriculum development.
2. Daily planning.
3. Decision as to use of materials.
4. Construction of tests.

Other areas which may be delegated to the Instructional Associate, but only after careful review and still subject to strict teacher control are:

1. Discipline of students.
2. Contacts with parents.
3. Conseling of students.
4. Contacts with other staff members and administrative personnel.
5. Correcting of subjective tests and themes.

In addition, unless authorized by the school, Instructional Associates should never conduct or take charge of the class in the absence of the teacher. This is a legal requirement and should pertain to all situations.

IV. Evaluation

A. By the Teacher

1. The student is expected to meet at least once a week, at the convenience of the teacher, for discussion and evaluation of previous work and to plan for the week ahead.
2. Each supervising teacher is asked to fill out an evaluation form provided by the course instructor.

B. By the Principal

Each principal will be asked for a brief written evaluation of the program at the end of the semester.

C. By the Course Instructor

1. The course instructor will meet in conference with the principal and the supervising teacher for their personal evaluation of the student.

2. The grade submitted by the supervising teacher will be the most important part of the total grade given to the student in the course.

APPENDIX Q

SCHOOL ASSIGNMENT PREFERENCE CARD

APPENDIX Q

School Assignment Preference Card

Name _____, _____ Phone No. _____
Last First

School Preference	Grade Level, Subject and Area	Teacher Preference	Days and Hours Available
1) Name _____ Dist. _____	Grade Level _____ Subjects _____ _____	_____ _____ _____	M ___ to ___ T ___ to ___ W ___ to ___ Th ___ to ___ F ___ to ___
2) Name _____ Dist. _____	Grade Level _____ Subjects _____ _____	_____ _____ _____	M ___ to ___ T ___ to ___ W ___ to ___ Th ___ to ___ F ___ to ___
3) Name _____ Dist. _____	Grade Level _____ Subjects _____ _____	_____ _____ _____	M ___ to ___ T ___ to ___ W ___ to ___ Th ___ to ___ F ___ to ___

APPENDIX R

STUDENT INFORMATION SHEET

APPENDIX R

Student Information Sheet

Name: _____ Nickname: _____

Address: _____ Telephone: _____

Schools Attended

Elementary - Name _____ Location _____

Junior High - Name _____ Location _____

Senior High - Name _____ Location _____

College - Name _____ Location _____

Single: _____
Married: _____
Children: _____
Names:

Subjects Taken in College:

1. _____ 5. _____ 9. _____
2. _____ 6. _____ 10. _____
3. _____ 7. _____ 11. _____
4. _____ 8. _____ 12. _____

Interests:

Hobbies:

APPENDIX S

CLASSROOM VISITATION SHEET – SUPERVISED WORK EXPERIENCE

EVALUATION OF STUDENT PERFORMANCE

APPENDIX S

Classroom Visitation Sheet - Supervised Work Experience
Evaluation Of Student Performance

Date _____

Time _____

Place _____

Name of Student: _____

School: _____

Grade Level: _____

Supervising Teacher: _____

Comments: _____

_____

_____

_____

_____

_____

_____

Signature of Instructor

Student Reaction: _____

_____

_____

_____

_____

_____

_____

_____

Signature of Student

APPENDIX T

TECHNICAL SUPPLEMENT: ART

APPENDIX T

Technical Supplement: Art

CLAY

Children should have many opportunities to work with clay beginning in kindergarten.

Clay is a plastic material available in our district in 25-pound bags in natural gray or terra cotta colors and is ready for use without further wedging. It may be cut into usable size pieces by pulling a wire through the larger piece and may be stored indefinitely in a large, air-tight, plastic or metal container with a tight fitting cover. Clay which has been used should be rolled into a ball for storing. A damp cloth or several wet paper towels on top before replacing the cover will keep clay in usable condition.

Tools and supplies for modeling are few and easy to obtain. Pieces of oil cloth cut to the size of the desk serve well as a surface on which to work. They are easy to clean and store. Objects such as nails, forks, orange-wood sticks or dull knives make textured patterns and incised designs. Two-inch heavy doweling or rolling pins are needed to roll the clay for the slab technique.

Three basic methods of working with clay are recommended for all children:

1. **Pinch Method.** This is used most in the primary grades. Beginning with a ball of clay, children press out the center with the thumbs then pinch and pull into animal, bird, reptile or human forms which may then be decorated with other clay forms or left as is.

2. **Coil Method.** In this method pupils roll long, round strips of clay and build them up spirally on a base.

3. **Slab Method.** This method consists of rolling out a sheet of clay of even thickness and then cutting out the base and sides of a form. The form is constructed by using pressure with the fingers to adhere the parts together.

Texture and design are important in making attractive clay pieces. Surface patterns can be made with a variety of items by pressing them into moist clay or scraping them over the surface. Coils of various sizes pressed into the larger form also may be used to build up or decorate.

Most clay pieces will be finished during one work period. Unfinished pieces should be kept damp by wrapping with a plastic garmet bag. Damp clay will not adhere to leather-hard clay. Finished work should dry slowly and be thoroughly dry before firing.

Glazing

Caution: Glazes are toxic. Supervise process carefully and have children wash hands well after they finish.

1. Colors change after they are fired. A sample piece of glazed ware should be where children can select their colors. Beginners should be limited to one color.

2. Glazes are applied to bisque ware. (Wipe with damp sponge first.)

3. Apply glaze thickly with a lapping motion. Dip brush in glaze, then daub it on ware using one side of brush, then daub on ware using other side of brush. The layer of glaze should be 1/16" thick.

4. Do not glaze underside. Turn the tilted object so the glazing is always done on a horizontal surface.

5. A very simple way to glaze a piece is to dip it in a container of glaze. Hold by bottom to avoid glazing underside.

6. Variations

   Oxides - apply oxides to wet clay or greenware.

   Engobe - apply white or colored slip on greenware dried to leather-hard stage.

   Scraffito - scrape a simple design or line drawing on leather-hard greenware after a coating of color slip (engobe) has been applied.

   Underglaze and Transparent Glaze - apply underglaze on bisque (first firing) ware and then coat with transparent glaze.

   Wax Resist - apply white wax crayon to bisque ware (first firing) and then coat with a glaze. The crayon prevents the glaze from adhering to the ware, thus causing the crayon design to show through.

   Overglaze - gold and silver glazes can be applied over a glaze. 019 cone will have to be used for firing as it needs considerably less firing.

Firing Greenware (Bisque Firing - first firing)

Each kiln comes with an instruction sheet. Be sure you read this carefully before attempting to fire a kiln.

1. Be **sure** objects are thoroughly dry.

2. Stack pieces carefully. Objects may touch or rest on each other. **(This is not possible when pieces have been glazed.)** However, be careful that a piece does not shrink and tighten around another piece.

3. A bisque trial cone 05 06 07 is placed in kiln so that it lines up with the peephole. It should be placed in a lump of clay with the "05" side facing the side it will bend. When the cone 05 bends, the firing cycle is complete (about 8 hours).

4. Fire the kiln with peephole plug out for first hour.

5. Pull plug from wall at end of firing time. This disconnects the circuit completely.

6. Let kiln cool overnight. Do not open kiln until following day.

CAUTION: Be careful of heat when checking trial cone through peephole. Do not remove both plugs at same time.

Keep Inflammables Away From Kiln
Don't "Overfire"

Procedure for Firing Glaze

Materials	Procedure for Firing Glaze
Kiln wash (mix with water to a creamy consistency)	Apply a layer of kiln wash on floor and sides of kiln and on all shelves to facilitate cleaning drips of glaze which may fall during firing.
	Select objects requiring the same firing temperature.
Stilts or triangle pins	Arrange objects of approximately the same size on stilts or pins and make certain that objects are at least ¼" apart. (If any closer, color from one object may "jump" to a neighboring object.)
Shelf supports	Place shelf supports on floor of kiln if second layer of objects is to be fired. Height of supports is determined by height of objects on first layer.
Shelf	Set shelf in place and arrange objects as before. A third shelf may be used if objects used are flat enough to permit it.
	During the stacking, line firing cone with peephole and set at 5^{o} angle in a wad of clay. Place cone on shelf support if necessary. See that cone recommended for particular glaze is used.
	Fire kiln as for bisque ware.
	Check cone frequently toward the end of the firing time. Pull plug from wall when cone bends.
	Let kiln cool overnight or until ware can be handled with bare hands.

Clay which has not been fired is called greenware, is fragile, easily broken and not suitable to keep for a long period of time. Clay which has been fired but not glazed is called bisque and may be left in this state or decorated in color with liquid shoe polish, tempera paint or color glazed, the latter requiring a second firing. Color glazes may also be applied to greenware which requires only one firing to finish.

For more detailed information regarding processes please refer to the following resource materials:

Let's Create a Form, County Art Guide

Emphasis: ART, by Frank Wachowiak and Theodore Ramsay

Our Expanding Vision

Technical Supplement No. 2 - Art

for: films
filmstrips
professional books

ART SUPPLIES: Suggestions for care, use and clean-up.

The following list is suggested as a basic inventory only for an art program in grades K-8. These materials are available through the District Stores Catalog. Special items such as burlap, yarns, tapestry needles, felt, linoleum for print-making, speed-ball cutters, brayers and other items are available through special purchase orders.

TEMPERA PAINT

Tempera is a liquid, opaque pigment available in thirteen colors in pint containers plus silver and gold in two-ounce quantities for special needs.

A full range of colors should be in each classroom as easel painting is an important media for expression beginning in kindergarten. Colors as they come in the bottle are standard hues and can be mixed with black or white to produce tints and shades for a more interesting value range from dark to light. Colors may be intermixed for new hues, for example: a few drops of black in yellow produces a chartreuse; red-orange, magenta and white yields watermellon-pink, etc.

Tempera should always be used in a thick, creamy consistency and need not be thinned with water unless it becomes dry.

Young children in the primary grades respond to beautiful colors which have been mixed by the teacher and stored in jars with lids, or clean milk cartons. Milk cartons fit into easel trays or a shoe box which can be moved from place to place in the room. An easel brush should be placed in each color and removed at the end of the day or painting period for washing in clear water. Young children can be responsible for removing brushes from paint for clean-up.

Older children should have more experience in mixing their own colors. Cracked or chipped discarded dinner plates or aluminum foil make excellent palettes.

A teaspoonful or two of several different hues with a spoonful of black and white is enough paint at one time for experimenting with tints and shades and/or new color harmonies.

Children may paint with tempera on any flat surface such as easels, table tops, desk surfaces or the floor. One convenient set-up is a newspaper covered work table with premixed paint in cartons or

bottles placed in a shoe box to prevent them from tipping over. This box placed in the center of the table allows enough space for two or four children to paint at one time on 18" x 24" paper.

Children should always be responsible for placing their paintings when finished in a drying area and for making the space ready for the next painter. Smocks, aprons or shirts should be worn for protection. Young children can assist each other with buttoning or tying and can be responsible for placing used brushes in a can of clear water at the end of the day. Rinsing in running water and laying the brushes out to dry will keep them free of clogged, dried paint.

FINGERPAINT

Fingerpaint is a powdered pigment packaged in shaker tubes in the three primary colors plus green, black and brown.

It is sifted on liquid starch which the child first spreads over fingerpaint paper, glossy shelf paper or butcher paper. Different effects can be obtained by sifting on the paper different colors in a variety of ways before painting. Newspaper under the fingerpaint paper serves as a protection to the table surface and gives support to wet paintings when being moved and while drying. Smocks or aprons should be worn as this kind of painting can be messy.

Fingerpainting provides a child with a direct means of expression - his hands are his tools. He explores effects using fingers, palms, sides of his hands and forearms. If the whole class is fingerpainting at one time colors are distributed throughout the room. Children borrow from each other. Sponges and two or three buckets of water conveniently spaced is a must. Children need to rinse their hands for clean starts and this prevents over-crowding at the sink.

CRAYON

Crayons come in two sizes - primary, eight to a box and regular, sixteen in a box with refills, three dozen to a box in black, white and brown.

Crayon is the most versatile of all art media in the elementary school, if it is used correctly. The pigment is suspended in wax, therefore, for maximum effectiveness, children should remove the paper wrappings and press heavily to assure a thick coating of colored wax on the paper. They may be softened by holding for a few moments in the hand and by using a pad of newsprint or newspaper under the drawing paper. Crayon may be used alone or in a combination with other media such as tempera, India ink, water color, felt-nib pens or pastels. Crayon is inhibiting to creative expression if used to "color in" adult symbols as in color books or mimeographed work sheets in arithmetic or language.

Crayon is used for drawing, etching, resist painting and batik textile dyeing. The colors are clear and brilliant but their success depends on using them heavily.

Desks and tables should be protected with newspaper for easy clean-up.

Crayons are usable as long as a piece remains, no matter how short. At the close of the school year left over pieces may be collected from all classrooms, sorted as to color and stored in containers for future use. In fact, crayon is most usable when in broken pieces.

CHALK

Colored chalk comes in two sizes - thirty-six large size assorted colors to a box and one hundred forty-four regular size assorted colors to a box.

Primary chalk is an excellent medium for direct expression but has certain limitations such as its dustiness, pale color quality and the fact that it rubs off easily. These may be corrected by using "wet chalk" techniques such as soaking the large pieces in water to which sugar has been added, buttermilk or drawing on wet paper. Wet chalk produces a rich color and a hard surface texture and may be spread wtih fingers, a small sponge or popsicle stick. To assure permanence in finished work made with dry chalk, the piece may be sprayed with fixative.

Newspaper under drawing paper and aprons or smocks to protect chiidren's clothing is helpful as colored chalk can be "messy."

OIL PASTEL

Pastels are available on special purchase order only and come twenty-four colors to the box with several tints and shades of each different hue.

Pastels should not be confused with colored chalk, wax crayon or the name "pastel." They are soft, richly color pigments in an oil adhesive and the advantage is their deep, vibrant color quality unlike any other media. Strong, bold lines and solid areas are easy to obtain with little energy. They may be used alone, with crayon, felt markers, water color or tempera.

In ordering for a classroom it is not necessary to provide a box for each child as they would be used for special projects only and not as frequently as crayon. Oil pastels are expended rather quickly because of their softness but are usable "to the last drop."

WATER COLOR

Water color paint comes in seven-hole pan boxes containing black, two yellows, red-orange, magenta, turquoise and primary blue. Refills are available in all colors. This color arrangement is specified to provide children with the opportunity of double-loading their brush to create a more vibrant and beautiful green, red, violet and brown.

For water color painting it is necessary that each child have his own box. These may either be kept in the classroom or in a water color kit which would contain paint boxes, brushes and water cans to be checked out as a unit when needed. Water color painting requires a soft camel's hair brush No. 7, soft paint cloths for drying the brush and plenty of water in large cans (2 lb. coffee cans or empty fruit containers from the cafeteria). Water color is most beautiful on clear white drawing paper. It is often combined with crayons, pastels and inks.

Water color may be used as freely as tempera but because of the transparency of this media, children may find it harder to deal with. Water colors require more care and motor skill. When children have learned to get clear, clean contrasts between strong colors and white paper they enjoy this media.

Desks and tables should be covered with newspaper for protection.

PAPERS

Paper is indispensable to the art program and those listed in the Supply Catalog most frequently used for art are white and assorted colored newsprints, drawing papers, assorted colored poster and construction papers, colored tissues and white and colored glazed butcher paper.

In addition to the other papers listed in the catalog, children often gather interesting papers from home: Christmas papers, corrugated paper, cellophane, blotters, tracing paper, oil papers, colored aluminum foil, cardboard, classified ad sections of newspapers and colored pages of old magazines. The classified ad sections in newspapers is an excellent surface for tempera painting, linoleum and chipboard print-making and for crayon, pastel and felt-nib drawing.

Paper is versatile and is used for many art experiences including torn paper decoration and painting, paper mache, construction, weaving, clothing, print-making, collage and to paint and draw on, to name a few. Children discover different textures and explore its use through cutting, tearing, pasting, folding, bending, rolling, curling, sewing, stripping and through drawing and painting.

Although paper may be plentiful there are several suggestions for conserving it that may be not only helpful but actually add to quality of the art program. For instance, colored construction and poster papers used as background matting for bulletin board pictures, though faded, can be used on the reverse side for tempera painting, cutting and pasting and other art activities. Large pieces of colored butcher paper which have been used on bulletin boards can be cut into 18" x 24" pieces for tempera painting. In fact this paper makes an excellent painting surface and need never be wasted.

BRUSHES

The most frequently used brushes are for easel and water color painting. At the primary level each classroom should be equipped with several brushes in each size, not all the one inch size. Children who see and paint detail need narrower brushes. The No. 7 water color brush is ideal for all water color painting and a set of three dozen kept in a box in a central location to be checked out as needed is a convenient way to handle this supply item.

Easel brushes have stiff bristles, therefore must be washed frequently to prevent clogging. Brushes should never be left in tempera paint over the weekend or for long periods of time. Dried paint is difficult to remove, if not impossible, bristles become bent and broken and bristles which cannot separate when pressed on paper during painting do not produce interesting textures.

Water color brushes should be rinsed in clear water at the end of a painting period, dried gently by removing the water with a paint cloth and stored in a horizontal position to allow the bristles to dry without bending.

BULLETIN BOARD NOTES

Bulletin boards are a standard, functional part of the classroom environment. They can be stimulating and attractive in design or dull and uninteresting, depending on whether display space has simply been "covered" or has been "used." In any event the answers to display problems cannot be found in any one book or pamphlet or visual presentation of other people's bulletin boards, but in many of these sources, plus magazine and television advertising, supermarkets, department stores, book stores, libraries and your own creative imagination. It's a never-ending job and not easy, but can be rewarding.

Purposes of Bulletin Board Displays

. . . To enrich instruction by visualizing content of various curriculum activities.

. . . To motivate and stimulate interest by creating a room environment which arouses curiosity and a desire to investigate.

. . . To visualize ideas, concepts and raise questions which might lead to student research.

. . . To exhibit student art work.

Design Elements and Principles

The key to an effective display area is how well the elements and principles of design have been used. A design is the completed board with the things such as pictures, letters, etc., as the elements of this design. The principles govern the way the elements have been assembled to create an orderly design. Most people use these elements and principles of design and have an inherent feeling for good design without being aware of it. The elements and principles of design exist in all art forms including painting, sculpture, architecture, poetry, music as well as consumer goods such as automobiles, typewriters, towel dispensers, egg beaters and many, many others. Obviously some things reflect poor design, but you can be sure that those man-made things to which you react positively are the result of good design which results in an orderly, unified whole. The basic elements are: color, line, shape, texture and space. These are the building blocks with which you create a bulletin board. Following are a few suggestions to keep in mind about the use of color (the first basic element) in room environment.

Two properties of color are **value** which refers to lightness or darkness and **intensity** which refers to strength or weakness of a color.

Value is divided into tints and shades. Tints are achieved by adding white to a standard hue and shades by adding black to a standard hue.

There are three primary colors, yellow, blue and red; all other colors are produced by mixing these primaries in various proportions.

Colors also have qualities which cause them to be classified as warm, such as red, red-orange and yellow and cool such as blue, blue-green and purple. Warm colors seem to advance and cool colors seem to recede. Intense colors seem to advance and tints and shades of a color seem to recede.

Use intense colors and avoid tints and shades.

Use strong contrasts such as black and white (or tan) and one color.

Bulletin boards with a neutral color covering are best to accent the display material.

Line

Line moves across a surface to direct the eye where you wish it to go.

A line may be curved or straight, broken or continuous, may be roving or strips of paper or the edge where two shapes meet, or a row of things such as a row of notices or an invisible line such as the white margin of a printed page.

Horizontal lines suggest repose and solidity, vertical lines suggest strength, diagonal lines are dynamic, and curved lines suggest movement.

Arrange items so that lines lead into that part of your display which is the most important.

Shape

A shape is a form--round, square, big, little, regular or irregular. The bulletin board is a shape--usually a rectangle.

Your problem is to arrange all of the different size and shape items into larger shapes. Keep them large and simple! Stick to the basic shapes of squares, rectangles, circles and triangles for background.

Avoid amorphous free forms.

Use question marks, exclamation points and asterisks for emphasis.

Don't mix shapes. Rectangles and squares are prevalent, so add only one other shape.

Repeat shapes in odd numbers, for example, one or three large circles as a background.

Mix textures such as smooth paper against rough backgound.

Texture is also achieved through the variety of printed material.

Space

Space is the depth in your overall design. It adds interest, contrast and excitement.

Plan your board "flat" and then project certain items, if you think it would enhance the display.

Basic Suggestions

Simplicity is the keynote-quality not quantity!

Use only a few colors or black and white and one color.

Use only one or two basic shapes.

Select only one or two ideas to be sold at one time.

Ask questions in your captions. Use arrows.

Emphasize the main idea with color, position, size, line.

Try to achieve unity by relating all parts to the central idea.

Use simple lettering from commercially prepared kits, or make your own in two ways:

. . . cut fat letters from equal sized rectangles or squares of construction paper. Cut away as little paper as possible.

. . . paint sloppy letters with tempera and redefine more carefully with felt marking pens.

Remember there are few, if any, new ideas for display. It may be impossible to make each display new and different but it is possible to make each display fresh and imaginative.

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